

**Principals' perceptions on the nature and extent of support and development
given to secondary school principals in the Frances Baard Education District**

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DEDICATION

- To Lalla, Wikkie, Sus and Boeta, stalwarts of my educational background. Your humble persistence and passion laid a solid foundation for who I am today. I'll always keep you in my heart. Rest in peace.
- My beloved pappa, Jacob Karsten; you remain my tower of strength and inspiration. Your wisdom marches on, in search of knowledge. Thank you for the most wonderful gift of life: appreciation of education.

DECLARATION OF INDEPENDENT WORK

I, WILFRED JACQUES SELL, identity number _____ and student number _____, do hereby declare that this research project submitted to the Central University of Technology, Free State for the Degree MASTER OF EDUCATION, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.



Wilfred Sell

August 2020

Date

DECLARATION – LANGUAGE EDITOR

TO WHOM IT MAY CONCERN

This is to state that the Master's dissertation: 'Principals' perception of the nature and extent of support...' submitted to me by Mr W J Sell (student no: 217012974) of the Central University of Technology, Free State, South Africa, has been language edited by me, according to the tenets of academic discourse.

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ABSTRACT

In many countries of the world, both established and developing, there is a growing acknowledgement that schools need effective school leaders (Walker & Dimmock, 2006). In instances where schools have failed, inadequate headship has often been identified as a major contributing factor. In the South African context, school districts as administrative centres are important role-players in promoting and rendering support to school principals in their area. The role of the district offices is particularly important since they are so close to the schools under their jurisdiction. Equipped with the knowledge and experience of working with schools across different areas and their supporting role in educational matters, the Frances Baard Education District can serve as a trusted role player in supporting and developing secondary school principals in the FBED. Through a mixed method research of interviews, questionnaires and focus group discussion, I evaluated the manner in which principals perceived the nature and extent of support and development given to secondary school principals in the Frances Baard Education District. The study revealed that the FBED does provide a wide variety of support and development programmes which are designed to help secondary school principals to comply with educational requirements. The study found that while the FBED rendered support and development, there existed a lack of co-operation between secondary school principals and the district office. Principals' responses indicated that old-style support and development programmes used were not in touch with the realities of what it takes to be in charge of a school today. There is therefore, a need to improve the support and development programmes given to secondary school principals in the Frances Baard Education District. There is also a need for secondary school principals to augment the support and development programmes offered by the FBED with support available from external professional development courses which can encourage compliance and also increase their confidence. Secondary school principals in the Frances Baard Education District must realise that conservative ways and techniques of support and development to school principals will not enhance adequately their competence, energy, vision and skill to advance the educational standard of their schools and learners.

Key words: District support, professional development, school improvement, school leadership.

LIST OF ABBREVIATIONS

UK	United Kingdom
US	United States
HEADLAMP	Head-Teachers' Leadership and Management Programme
ACE	Advanced Certificate in Education
PAM	Personnel Administrative Measures
SACE	South African Council of Educators
ACE SL&M	Advanced Certificate in School Leadership and Management
DBE	Department of Basic Education
PED	Provincial Education Department
DoE	Department of Education
OECD	Organisation for Economic Co-operation and Development
SIP	Senegal Improvement Plans
KEMI	Kenya Management Institute
NEEDU	National Education Evaluation and Development Unit
IQMS	Integrated Quality Management System
SMT	Senior Management Team
FBED	Frances Baard Education District
CES	Chief Education Specialist
CD	Chief Director
CM	Circuit Manager
NSC	National Senior Certificate
AT	Initials of principal
OdP	Initials of principal
JV	Initials of principal
BO	Initials of principal
JD	Initials of principal
CO	Initials of principal

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CHAPTER 1

1.1 INTRODUCTION

The purpose of this study was to explore the nature and extent of support and developmental strategies given to secondary school principals in the Frances Baard Education District. In many countries across the world, training has not been a prerequisite for the appointment of school principals' and it was presumed that teachers can become school principals without particular preparation (Bush & Jackson, 2002).

According to Huber (2004) schools that are classified as effective always have an effective school leadership; poor leadership lead to a schools' failure. The development of school principals is becoming more and more important. The researcher is an acting principal in a secondary school in Frances Baard education district and his colleagues in other schools and him often encounter challenges in the day-today running of the school which may be attributed to lack of training for this job. The researcher is therefore of the view that principals struggle to find time to observe teachers and engage in curricular matters. Through his interactions with other principals the researcher has learnt that principals in the Frances Baard education district often encounter challenges both in managing school operations and leading classroom instruction. As a result of the ever-changing educational environment the researcher feels it is prudent that principals be made aware of the values, skills, and attitudes that they must possess to become aware of their role in the school. The researcher believes that when principals are aware of their role in the school this may lead to more functional schools. For principals to realise this they need support from the education district office. Therefore, the researcher found it important to examine the nature and extent of support the Frances Baard Education District office is rendering to secondary school principals as well as developmental opportunities that are made available to empower them.

1.2 Background to the study

The current international tendency in educational transformation and restructuring is the decentralisation of decision-making powers to school level and this suggests a rise in the accountabilities of school management teams and school governing

bodies, Aas and Paulsen (2019) explained that the reason why a large portion of responsibilities and authorities are shifted from the state to the municipal level was to improve schools' instructional leadership. This, in turn, has brought about substantial changes in the role of the principal over the last years. In a study by Olive (2013) he discovered that principals had an enormous administrative workload that prevents them from paying attention to their core responsibilities as school leaders and curriculum managers. This points to a need for specific preparation to enhance principals' quality of leadership, in the belief that training makes a change to the excellence of school leadership.

A growing number of school districts act on the idea that on the ground support is vital to a school leader's success. Support is in the form of mentoring, guidance from a supervisor, and targeted professional development is strengthened by research on the understanding of new principal's role in the school. Literature, both national and international, shows that principals, when appointed into leadership positions experience great difficulty in adapting to the demands and expectations of the role they are required to execute (Du Plessis, 2017). Numerous studies have documented both the importance of school principals for school outcomes and the variety of skills and knowledge principals need to meet the complex challenges of school leadership (Grissom, Kalogrides & Loeb, 2015). Without effective training, that should be provided by the education district office, many novice principals "flounder", as they attempt to manage the competing difficulties of the post (Sackney & Walker, 2006). According to Sebastian and Allensworth (2012) schools with effective leaders have more satisfied teachers, lower rates of teacher turnover, more positive learning climates, greater parent engagement, and ultimately higher student achievement. Countries such as Singapore, the United States (US) and the United Kingdom (UK), have a prerequisite structure which has clear measures for becoming a principal (Quong, 2006; Walker & Qian, 2006). New Zealand and Australia offer orientation programmes for principals whereas in Ohio in the United States, beginner principals undertake a programme which try to guide, encourage and improve their understanding of being a school leader. It is obvious that in countries such as England and Singapore where there is a mandatory qualification, the training focuses on the needs of the national system and not on the wishes of individual principals. In the United Kingdom, educators who aspire to become principals must

first become senior educators and work for a certain period with the school management team (Sackney & Walker, 2006). After five years' knowledge as a senior educator, such an educator may apply for a headship post (Wiendling & Dimmock, 2006). During the year 2000 in England, the Head-teachers' Leadership and Management Programme (HEADLAMP) made provision for a budget for each novice principal to use on their individual and specialised improvement during the first two years in a headship post. The involvement in this programme was not compulsory and the principal could decide on the programme content (Bush & Jackson, 2002). In the United States, educators may only apply to become a principal on completion of their Master's Degree in Education (Tucker & Coddington, 2002).

Throughout Africa, there is no prescribed requisite for someone to be trained as a school manager (Bush & Oduro, 2006). The stresses confronting school managers in developing countries are very diverse and even more difficult than those in the world's wealthiest nations. The issues that need to be taken into account when planning leadership programmes will differ from those of other countries.

In Ghana the educational leader has to execute a variety of duties to make sure that their schools attain the goals and objectives as set out (Ghana Education Services, 2010a; Ghana Education Service, 2010b). Schools develop its schooling and education materials from the community. In Ghana the educational leader has to have detailed knowledge of the community in order to guide educators regarding what they ought to do to find suitable schooling and education resources for effective learning and teaching. It is also anticipated of the educational leader to organise regular school based in-service training for the educators and to organise for sporadic self-evaluation of the school curriculum.

One of the most important leadership roles of school managers is one of organising both human and material properties that educators need to successfully perform their tasks (Ojo & Olaniyan, 2008). Therefore, head teachers in Ghana must be noble change agents, educators, great disciplinarians, assessors, and lovers of development for effective learning and teaching, and for the accomplishment of educational and school goals.

In Ethiopia the government (Ministry of Education, 2008) requires that all primary school managers obtain a diploma in pedagogic management and planning; however, the latest area growth plan (Ministry of Education, 2010) set no goals for realising this. In approved periodicals in Ethiopia, principals are speaking of as 'managers' and 'leaders' from time to time (Ministry of Education, 2008). Dimmock (2002) construes leadership as a higher command of skills, such as visioning, goal setting, and motivating, whereas management is seen as a lower command group of undertakings concerned with the upkeep of performance through control, co-ordination, and supervision. The principal in Ethiopia is assumed to be the local administrator of an organisational unit, but the existing challenges, and recent policy changes, demand from principals to be leaders in their schools.

In several nations in Africa, despite all efforts which had been made by the government and other educational stakeholders on the provision of standard and quality education in public schools, the public primary school administrators have been faced with management challenges that underprivileged quality of pupils' academic performance, as reported by Mayaru (2015). Principals are often employed on the basis of being a successful teacher with the assumed notion that this offers an adequate beginning for school leadership. The tasks principal's face is increased by the point that they are not educated and adequately supported as they assume the role of accounting officers. In South Africa, there is not an all-inclusive principal preparation programme by the education department. The absence of strict conditions and the lack of suitable requirements for the appointment of school leaders have led to many school leaders under performing in their management and leadership responsibilities (Bush, 2004). Each provincial department of education controls its specific method and content of commonly in-service training but no one has a pre-required programme.

In 2005 the South African Minister of Education announced that she intended introducing legislation that would increase the powers and authority of school principals and in that way restrain the role of school governing bodies (Naidoo, 2005). This announcement was an indication that the professional responsibility of principals must be renewed. The position of such legislation would probably develop the leadership role of the principal and would make sure that they would become

more prominent in matters, such as school budgeting, and the recommendation of teachers for vacancies and admission policies.

The National Department of Education has gone on a rigorous continuous professional development programme for employed school principals and those hopeful to becoming such. A new entry requirement, the National Professional Qualification for Principals for suitable candidates to be appointed as principals in South Africa was supposed to be implemented. This however never materialised. In 2004 however the University of Johannesburg and the Matthew Goniwe School of Governance and Leadership introduced a professional development programme, the Advanced Certificate in Education (ACE) in Educational Leadership and Management for principals and for individuals seeking to be principals (Christie, Sullivan, Duku & Gallie, 2010). The purpose of the qualification was to speak to the increasing worries of professional improvement for school leaders in South African schools.

Given the models used in other countries and the mediations at present in the South African educational system, the National Department of Education ought to reflect on developing programmes so that the professionalisation of principals will turn into a planned practise that will lead to transformed schools and education in general. In the Frances Baard Education District a great need to develop and train the present and the recently employed principals exist. They need to be trained on how to successfully manage their schools and other aspects of education management, so as to improve learning at their schools. Such should be provided by the education district office and should emphasise the importance of knowledge, skills, values and attitudes.

Principals are measured as pillars of the learning structure; they are also perceived as the main representatives in the advancement of school efficiency (Lee & Nie, 2014). The principal should be a respectable school administrator, a person who has systems in place to enable him or her to manage the school daily. The social standing of the school depends on the principal's guiding principles. In general, the tasks of a principal are very diverse, and the principal is expected to be an overall

manager, an administrator, an agent of change, a school salesperson, a financial manager, a human relations facilitator and a resolver of conflict.

Since 1994 it has been necessary for school heads in South Africa to apply different leadership and management styles and practices and as a result, their approach towards managing their schools had to change (Fleisch & Christie, 2004). Owing to the changes in the curriculum after 1994 in terms of content, instruction and assessment, the emphasis was placed on getting all youngsters ready for the scholastic challenges of life and work. Principals in the 21st century execute multi-faceted roles; their responsibilities are more demanding and challenging, at times complicated, overloaded and unclear according to Mestry (2017). The growing diversity of the country requires a continuing assessment of the capacity of the educational system to care for all its stakeholders.

The school's primary obligation is to make sure it provides for effective teaching and learning. This could be realised if principals develop a thoughtful understanding of how learning take place. Principals need to collaborate with teachers and other experts within the same organisation, or with persons in other organisations and structures of professional groups of people. Principals need to investigate what they are doing in order for them to learn from their experiences. Schools and districts are required to produce learners who achieve at a proficient level. Apart from these necessities, there are still districts and schools that miss the mark to regularly yield and attain this; instead, they carry on showing gaps in accomplishment based on the outcomes of the school. The organisation of schooling in South African schools today necessitates that principals are equipped to change schools and develop the educational standards thereof. School leaders have to understand that the central drive of dealing with schooling and education is not simply to implement national and provincial guidelines, but to help make sure that all pupils will benefit optimally from their teaching. They ought to have the leadership skills; they need to find a way to keep educators and learners motivated and focused on teaching and learning.

School leaders have to recognise that managing the curriculum consist of not only the officially accepted practise of instruction, but all other practises that embrace ownership of the vision of all those who are involved in its application. This suggests

that school leaders must have the capability to bring into line their dream with the hopes, needs, and ambitions of all the interested parties which include learners, teachers, parents and personnel.

The main concern of the principal is to craft environments in the school in which the pupils get valuable learning and teaching, both outside and inside the teaching space (Department of Education, 2006). All other tasks remain inferior to this. Olive (2013) confirm in his study on the challenges faced by primary school principals in curriculum management in South Africa that principals had an enormous administrative workload.

Even though principals are not involved in teaching as such or even responsible for managing the school alone, they are believed to be accountable for the scholastic programmes at their respective schools. This creates a burden for principals, particularly individuals in urban areas with extraordinary numbers of learners from low socio-economic circumstances and in some instances, with unusual requirements.

The ability of a school to teach all learners is important for both the achievement of the school and that of the school leader. Although the principal is not the only person accountable for learning and teaching at school, the connection between effective leadership and learner results goes hand in hand with leadership having an influential effect on learning and teaching. Active school leadership has a key impact on the improvement of teaching. Heck and Hallinger (2014) maintain that it is important that school leadership be dedicated on refining the instructional capability of the school personnel.

The researcher is of the view that an effective principal's work is to persistently increase achievement by focusing on the excellence of instruction in their school. Effective principals also inspire continual professional learning. The interference of outside and internal people regarding who has to be employed as principal is a point of concern. Teacher unions are always looking after the apparent wellbeing of their members. Political considerations are known to have prejudiced the selection process for principals, leading to employment of staff that was unskilled, thus crafting

a divide amongst the principal and his staff (Johnson, 1995). It is however evident that education has always been at the centre of the everyday lives of South African citizens. To bring about change in education successfully, the development and training of school leaders should be measured as the utmost significant practise required to achieve success.

The researcher is further of the view that principals experience intense stress as they attempt to adjust their understanding of the management and leadership of the real world of work. An absence of capability may result in weakness and failure, whereas respectable management is important for the successful running of schools. Professional development may focus not only on managerial aspects, but rather on leadership functions and qualities. It needs to include building the range of intra- and interpersonal qualities and skills of effective people-centred principals, as well as their critical thinking abilities, both emotional and cognitive, and recognise the connection amongst the professional and personal development of the individual and organisation (Scott, 2010).

For some time principals have been recognised as significant contributors to the actual functioning of schools and also of teaching and learning because leadership is fundamental to school achievement. The position demands that principals be influenced by factors, such as educational initiatives and changing learner characteristics. The appointment of principals in the Frances Baard Education District is a crucial issue which often raises controversy, especially when a school becomes dysfunctional or does not perform well academically according to the targets established by the Department of Education.

Effective management and leadership are critical to school reform. The interference of external and internal parties regarding who has to be appointed as principal is not in the best interest of the school. Employing qualified and capable educators has been mentioned as a serious problem affecting both progressive and emerging countries (Myers, Breja & Dyer, 2004). I have observed that there is a vast inequality in the staffing of schools with qualified teachers, between the more wealthy schools and the poorer schools, with the latter being disadvantaged. The Education Department has a difficult task in recruiting new teachers to rural schools as more

rural teachers who train in institutes of higher education seldom go back to their rural areas and instead seek employment in urban areas.

The procedure of the recruitment and selection of principals in all public secondary schools in the Frances Baard Education District begins with the identifying of a vacant post, the District advertises and invites applications from qualified candidates. The school then constitutes an interview panel which carries out the interviews, and forwards the details of the recommended candidate to the District Office for formal appointment. I am of the view that this practice is confronted with numerous challenges, vested interests by the panellists and other stakeholders who lead to irregularities, the incompetence of the interview panel and lack of an educational leader expert in the area of interview, among other challenges.

With political, economic, and social change affecting education significantly (Kirtman & Fullan, 2016) the superintendent plays a key role in leading the educational system successfully through the changes of society and demands for equity and excellence in education. In South Africa, the culturally diverse society and the changes in schools bring great challenges for principals; for example, the social differences of the learner population have increased and the curriculum has also changed in schools. The increasing cultural diversity in schools necessitates that principals manage learners of different cultures, languages and backgrounds that are unknown to them.

The critical charge for principals to provide positive student outcomes, raising student achievement for all, is a daunting task that cannot be done alone (Fullan, 2014). Principals need to feel supported and empowered in order to be effective leaders at their school sites (Hatchel, 2012). The obligations of the SMT are separate, depending on the specific school, it is however not restricted to the following: the execution of all the educational programmes and curriculum events; the management of all teachers and maintenance staff; to guide and supervise the staff; to write and sign correspondence; to manage equipment; to ensure that workloads are fairly distributed amongst the staff; to work in partnership with educators of other schools and conduct extra-curricular activities; to provide

professional leadership within the school and to meet parents regarding learners' progress and conduct (Personnel Administrative Measures (PAM), 2016).

The study focused on the nature and extent of support that the Frances Baard Education District office is providing to empower both appointed and aspiring principals.

1.3 Statement of the problem

The problem which prompted this study is the realisation that the support given to principals of secondary schools appears to be either inadequate, or not clearly communicated or understood by principals. A major challenge that makes leadership difficult in many schools in the Frances Baard Education District is the increasing task demands on principals. Administrative tasks; learner issues; conflict resolution; personnel management; and working with parents, are some of the major issues that principals must deal with and they often lead to instructional leadership tasks being left for later.

1.3.1 Aim of the study

The aim of this study is to examine the nature and extent of management support and professional leadership development programmes that the Frances Baard Education District office provides to empower both the appointed and aspiring secondary school principals to manage their schools effectively.

1.3.2 Objectives of the study

The objectives of this study were:

- To examine principals' perception of the current support and development programme to secondary school principals that the Frances Baard Education District office provides.
- To establish how the support and development given to principals impacts on the functioning of their schools.
- To describe actions that can be taken by the Frances Baard Education District to improve the support and development given to principals.

- To make recommendations based on the literature review and the research outcomes in what way the support process to secondary school principals can be improved by the Frances Baard Education District.

1.3.3 Research questions

1. What are the general views amongst secondary school principals about the nature and extent of support and developmental programmes offered to them in the Frances Baard Education District?
2. What are the principals' perceptions of the outcomes of the support and development that they get from the Frances Baard Education District?
3. What actions can the Frances Baard Education District take to boost the confidence of principals in doing their duties at school?
4. What can the Frances Baard Education District do to improve the support process to secondary school principals?

1.4 Preliminary literature study

Many countries have seen a rapid change in education and the challenges that go with it (Davis, Darling-Hammond, LaPointe & Meyerson, 2005). Perhaps the most demanding challenge for school leaders today is that a generation ago, educators could presume that what they imparted would last a lifespan for their learners (Schleicher, 2012). These days, people can access information from the internet, where routine intellectual expertise is being digitised, and where employment is changing quickly. Schooling systems need to place greater importance on supporting persons, especially school leaders to turn out to be lifetime learners and to manage difficult situations. School leaders need to be talented not only of continuously adjusting but also of continuously growing and learning, in a fast growing world (Robinson & Aronica, 2016).

These changes have intense consequences for teachers, learning and teaching, as well as for school leadership (Schleicher, 2012). Historically, the emphasis was on the providing of education; these days it is on the outcomes. The most progressive education structures set aspiring objectives for learners; they are clear on what learners must be able to do, and they prepare their educators and make sure they

have the necessary tools to create an environment in which they need to deliver to the different learners in their school (Schleicher, 2012).

Historically, different learners were educated alike; today, educators are expected to embrace multiplicity with differentiated educational practices. The objective of earlier was toeing the line; nowadays, it is about being creative; historically it was curriculum-centred, currently it is learner-centred. Educators must personalise learning practices to make sure that all learners has a chance to be successful and to deal with the growing cultural multiplicity in their classrooms and changes in learning styles. For this kind of education, school leaders need to be high-level information employees who continuously improve their expert awareness (Schleicher, 2012).

As education authorities expect better achievement from schools and better learning outcomes from learners, the role of the school leader has grown far beyond that of an administrator. Developing school leaders necessitates clearly defining their responsibilities, providing access to suitable professional development throughout their careers, and recognising their key role in improving school and learner performance (Hamilton, Forde, & McMahon, 2018). An operational school depends on the leadership of an effective leader, as well as a tough support system. Hamilton, Forde, & McMahon (2018) further argue that school principals need to be well prepared to meet the demands, such as the differences in the learner population, as well as recognising that being in charge of a school is viewed as a respected occupation.

According to Northouse (2018) leadership consists of the process and the art of persuading individuals so that they work together freely to achieve shared objectives. Lyons (2011) highlights the capabilities that an innovative leader should have. He mentions the ability to define opportunities; identify problems; recognise opportunities and make decisions furthermore; he mentions that the cognitive aspect of the leaders themselves that involves knowledge of models and risk selection are also important. Edmondson (2012) argues that having a larger diversity of viewpoints within teams enable them to coordinate work; detect and solve complex problems; resolve conflict; facilitate communication; and build assurance to accomplish shared

goals. Bolman and Deal (2017) affirm that change frontrunners empower others who, in turn, commit to achieving the work and through their hard work build a sense of community that changes an organisation's culture. The efficiency of a school rest on the principal working in partnership with the education staff to achieve a shared and clear vision; they must have a detailed administrative strategy of action; create an environment of high opinion; and have the ability to set clear intentions and to realise them (Fullan, 2018). Furthermore, they have to show self-confidence, manage the school finances well and efficiently and enforce discipline. They must also have the capability to work with parents.

From the above argument it is clear that on a day-to-day basis principals are entrusted with numerous accountabilities. The way in which principals handle the numerous matters that confront them will determine the efficiency and competence with which the school operates. Operational transformational frontrunners build expert learning community teams which become inspired in the constant improvement of problem solving, under the shared values of the school, to grow learner achievement and influence their practice (Uthman, 2018). The researcher is of the view that trust, honesty and frankness are important activities for principals to offer educators with real accountabilities to lead in school development efforts as a function of the constant improvement cycle. An operative school culture must focus on continuous development, while empowering teachers to be active participants in school improvement as a function of learner accomplishment.

The researcher is also of the view that lack of severe measures and the absence of a qualification for the employment of principals have resulted in many principals under performing in their leadership and management roles. Since each provincial department of education and even districts regulate their own method and content of commonly in-service programmes and none has a required programme, it would be wise for districts to start looking at support and development programmes to enhance the capacity of principals. These programmes need to be needs based and not simply generic and policy based. The rigorous continuous professional development programme for employed school principals and those hopeful to become such as proposed by the Department of Education in 2006, need to be reconsidered.

The Action Plan to 2019 Towards the Realisation of Schooling 2030 objective 16 states that it is important to increase the teaching skills, professionalism, computer literacy and subject knowledge of educators all the way through their entire careers. The crucial priorities to pursue going forward are to prioritise the importance of capacitating educators and to strike a sense of balance between professional development aimed at cultivating the capacity of teachers, and accountability systems; to put the capability they have to proper use in the classroom. The objective further acknowledges that there is room for development, and knowing that teachers have the resilient need for further professional development within a school; it is a requirement to look deeper into effective teacher development programmes. It further states that the monitoring and appraisal of teacher professional development must be strengthened. The Department of Basic Education should work diligently with the South African Council for Educators (SACE) to ensure that at the very least, basic measures for the school principal to monitor teacher investment in professional development are in place. The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011 - 2025 states that school leaders will be assisted to complete the Advanced Certificate in School Leadership and Management (ACE SL&M) and/or short courses concentrated on managing the curriculum and assessment and productive learning settings in schools.

It is evident from the above; that there is very little the DBE plans to invest in the specialised improvement of school principals. Although provision is made for the Advanced Certificate in School Leadership and Management, the question can be asked for whom it is envisaged to follow. School leaders who were part of school management for a long time in the Frances Baard Education District have not obtained the Advance Certificate in School Leadership and Management because they had already studied towards other qualifications equivalent to the certificate. The notion that a few school leaders in the Frances Baard Education District enrol for the Advanced Certificate in School Leadership and Management may indicate that they might not have the current knowledge of all the recent developments involved in school management.

In the Standards for principals taken from the Department of Basic Education's reply to the Ministerial Task Team Report on alleged posts for sale 25 April 2016 the

following is stated in relation to expertise and abilities that is essential for performing the duties of a school principal.

A national policy on standards for principals has been developed (Government Notice 323 of 2016). The policy provides for a framework of processes and programmes for developing the leadership and management skills of principals by acknowledging the need for principals to be professional, prudent, innovative and resourceful in managing their schools. The standards provide a clear role description for school leaders and set out what is required of the principal.

The Department of Basic Education (DBE), with the Provincial Education Departments (PEDs), has identified differentiated developmental needs for professionalising principals and for the development of their role (p.270)

These are: improvement of the skills and proficiency levels of principals; improvement of the processes for recruiting and selecting principals; induction and mentoring of principals; and professional training of principals.

It therefore follows from the discussion above that school leaders should serve as instructional leaders and not simply as generic managers in the school. In practice, however, few principals act as genuine instructional leaders and this can be attributed to the extent of the development programmes and the support they get after their appointment. As noted in the Standards for Principals there is a clear indication that the Provincial Education Departments (PEDs) have to single out developmental needs for professionalising principals and for the improvement of their role. Provincial Education Departments need to: enhance the abilities and expertise levels of principals; improve the processes for recruiting and choosing principals; look at the orientation and mentoring of principals; and the professional training of principals.

There is however, not a 'one size fits all' solution to professional development especially for principals. It is essential that there be coherence between all programmes offered especially to school principals. In my view the principal's days are filled with activities of management scheduling, reporting, handling relations with parents and the community, dealing with the multiple crises and special situations that are important in schools. I am of the view that many principals spend fairly little time in classrooms and even less analysing teaching with teachers. They may

organise time for teachers' meetings and professional development, but they seldom offer intellectual leadership for growth in teaching skills. The literature surveyed has shown that there is restricted research on the nature and extent of support and development that is provided to secondary school principals in the Frances Baard Education District. This study, therefore, seeks to address the provision of professional development and support for secondary school principals.

1.5 Research methodology

1.5.1 Research design

The research design for this study was the mixed method approach. Mixed method designs were regarded as preferable in this research because they provide a better understanding of research issues than either qualitative or quantitative approaches alone (Aarons, Horwitz, Chamberlain, Hurlburt & Landsverk, 2011). Creswell and Clark (2011) define mixed method approach as a research type whereby a researcher combines elements of quantitative and qualitative research approaches, for the purposes of breadth and depth of understanding and validation.

Mixed methods, is viewed as a productive response to the long lasting, unproductive debates arguing the pros and cons of quantitative versus qualitative research (Feilzer, 2010). Mixing the two research methods is also used to enhance the understanding of a particular phase of the research process. For example, a researcher may ask participants to comment in a semi structured interview on the outcomes measures used in a study to better understand if the outcome measures are accessible to the study's population. The mixed method approach enables a researcher to validate the findings through corroborating evidence (Creswell & Plano Clark, 2011). Rather than collecting, analyzing, and interpreting the two datasets separately, the mixed method approach brings the two datasets together in an intentional and systematic manner. Often, mixed method research is used because it is anticipated that one source of data will be insufficient to bring a comprehensive understanding of the problem. In some cases, it is desirable to examine a research problem through multiple research phases employing different research methods; a researcher might want to see if the qualitative data confirm the findings of the numerical data.

The mixed method approach is not without any challenges when employing convergent, explanatory, exploratory and embedded designs. Sampling approaches and expectations for quantitative studies are quite different than those for qualitative studies. Quantitative sampling techniques strive for representativeness of the sample, sampling in qualitative studies focuses on the purposeful selection of participants to understand the research problem. Teddlie and Yu (2007) suggest that mixed method sampling is situated on a variety between probability sampling and purposive sampling. Therefore, a mixed method study typically contains multiple samples that may vary in size depending on the research aspect. However, some qualitative questions may need the flexibility of emergent samples (Teddlie & Yu, 2007). Both qualitative and quantitative data were simultaneously collected, analysed and interpreted in this study.

1.5.2 Population

The population of the study consisted of secondary school principals across the circuits of the Frances Baard Education District. The Chief Education Specialist responsible for institutional management and governance development, as well as the Chief Director responsible for school management, administration and support also formed part of the population. The Frances Baard Education District consists of 47 secondary schools and 09 circuits.

1.5.3 Sample

Saunders, Lewis and Thornhill (2003) cited in Dumisa (2010) point out that the challenges that are faced when it is not possible to survey the entire population are the fact that sample surveys are on the other hand effective under the following conditions: when it is not practical to survey the whole population; the researcher has budget restrictions from surveying the complete population; when time restrictions forbids a successful survey of the entire population; and when the researcher has collected all data but needs outcomes quickly.

The sample for this study consisted of thirty (30) principals from secondary schools in the Frances Baard Education District and was sampled purposively. In-depth face to face semi-structured interviews were conducted with the Chief Education Specialist responsible for institutional management and governance development, as

well as the Chief Director responsible for school management, administration and support.

1.5.4 Data collection instruments

Owing to the nature of the study, questionnaires with close-ended responses were handed out to the thirty (30) principals. Questionnaires are probably one of the primary sources of obtaining data in any research venture. However, the critical point is that when designing a questionnaire, the researcher should ensure that it is valid, reliable and unambiguous (Richards & Schmidt, 2002). Seliger and Shohamy (1989) are of the opinion that close-ended questionnaires are more efficient because of their ease of analysis. As researcher, I further conducted a follow-up focus group discussion with some of the principals. The discussion was in the form of semi-structured interviews and open-ended questions which were used for in-depth discussions. The reason for this was to get first-hand information directly from some knowledgeable sources. Flick (2006) points out that the purpose of interviews is to reveal existing knowledge in a way that can be expressed in the form of answers and so become accessible to interpretation.

1.5.5 Data analysis

The researcher developed a strategy for mixed methods data analysis in which both quantitative and qualitative data were analysed thoroughly so that valuable and credible conclusions could be made from the separate analyses. Both sets of data were analysed in parallel and then combined for a broad understanding of the phenomenon. Descriptive statistics were used to analyse the questionnaires since they dealt with the presentation of numerical details, or data, in either table or graph form, and with the methodology of analysing the data. Thematic analysis was used to evaluate the interviews since it marginally organises and defines the data set in detail and it also interprets a number of aspects of the research topic. Thematic analysis move beyond counting explicit words or phrases and focus on identifying and describing both implicit and explicit ideas within the data, that is, themes (Bernard, 2010).

1.5.6 Validity

Validation in mixed methods research is basically evaluating the value of the results from all of the data, both quantitative and qualitative in the research survey. In other words, the interpretation of quality has to be measured on the complete findings from mixed methods research. In order to support the validity of data and findings, I collected data through different sources, such as questionnaires and interviews. Through triangulation qualitative and quantitative data were gained in order to corroborate the findings.

1.5.7 Reliability

Worthy research mechanisms gather data that is trustworthy to help to complete the planned objective of the study. Reliability is recognised when tests deliver the same outcomes when the same respondents are given the same score under related circumstances. Therefore data were collected from principals and departmental officials in order to enhance the reliability of the data and results. The participants were described as fully as possible to make it fairly easy for any independent researcher who would want to replicate the study. The quantitative data were analysed through descriptive statistics and the qualitative data by means of descriptive and thematic interpretations.

1.6 Significance of study

The research findings might address the knowledge gap on the nature and extent of the support and development given to secondary school principals in the Frances Baard Education District. The literature survey shows that there is limited research on the nature and extent of support and development that is provided to secondary principals in the Frances Baard Education District. By evaluating the role that the Frances Baard Education District plays in the support and development of secondary school principals, this study might hopefully contribute to dialogue in two areas that have received little research attention. Firstly, the study might possibly contribute to knowledge on the support and development of secondary school principals in the Northern Cape Province, particularly in the Frances Baard Education District. Furthermore the study also focuses on the role played by departmental officials who are accountable for providing support and development to secondary school principals in the Frances Baard Education District.

1.7 Scope of study

This study focused on the principals of secondary schools across the spectrum in the Frances Baard Education District. For purposes of this study, the schools included all secondary schools spread across the boundaries of the Frances Baard Education District.

1.8 Definitions of key concepts

1.8.1 Frances Baard District

The Frances Baard District is a district in the Northern Cape (Annexure F). The area of jurisdiction falling under the Frances Baard District Municipality includes four local municipalities namely Dikgatlong, Magareng, Phokwane and Sol Plaatje. Kimberley is the seat of the District Municipality and of the Northern Cape legislature, and is located in the Sol Plaatje Municipality. This term will be used as defined.

1.8.2 Principal

A principal or headmaster is the staff member of a school with the greatest responsibility for the management of the school. The principal can be explained as the head of a school given power by either the national or the provincial department of education to run a public school with the help of a school management team, as well as the school governing body. This term will be used as defined.

1.8.3 Management

Kruger (2003) describes management as the practice of planning and carrying out plans, getting things done and working successfully with people. This term will be used as defined.

1.8.4 Instructional leadership

Heck and Hallinger (2014) describes instructional leadership as learning concentrated leadership. It is leadership that increases the school's capability for improving teachers' instructional capacity. This term will be used as defined.

1.8.5 Professional development

According to Reitzug (2002), professional development may take different methods, such as training; on-site courses; networks; and professional development in schools. This term will be used as defined.

1.8.6 Support

This is the guidance assumed to educators by their superiors and it also involves other characteristics, such as demonstration lessons; individual tutoring; in-service training programmes; and the establishment of peer learning that are planned and affected by local district officials (de Grauwe & Carron, 2007). This term will be used as defined.

1.8.7 District office

District office is the establishment of the DoE which is closest to the school. Its role is to see that policies are implemented and teachers are given professional support (DoE, 2013). This term will be used as defined.

1.9 Methodological limitations

The restriction of the study is that the sample that will be used in the study will be limited to only secondary school principals in the Frances Baard Education District in the Northern Cape. The nature and extent of support and development in other education districts in the province may not necessarily be the same as that of the Frances Baard Education District. Thus, the results cannot be generalised to all principals in other education districts in the Northern Cape.

1.10 Ethical considerations

The evidence received from the respondents was treated with secrecy and the data collected were treated anonymously by me. The evidence obtained was only used for the purpose of this research and the outcomes will be used only for data analysis in this study conducted at the Central University of Technology, Free State. The names of the respondents and other permitted documents were not revealed, so as to protect them from public inspection and condemnation. I ask for approval from the Northern Cape Department of Education and the chosen secondary schools (Annexure B). The evidence in this study was handled with confidentiality; as a

result, the names of the participants and their schools remained anonymous. The evidence solely exists for this research in which I done through the Central University of Technology, Free State (Annexure A).

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Literature review is referred to as a sketch and analysis of interrelated literature that is carried out to get the insights into a study. Adding to this, Matiwane (2010) agrees that a literature review is a narrative essay that analyses, synthesises, and incorporates the significant thinking and research on a specific matter. Literature papers include books, abstracts, and additional resources necessary for a study. The evaluation of the collected works shed light on the information that is accessible, as well as on theories that support the researcher in finishing the study. The kind of concepts and theory helped me to comprehend the principals' perceptions of the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

2.2 THEORETICAL FRAMEWORK

Theoretical framework refers to the conceptual underpinning of a research project based on either theory or a specific conceptual model, and its main purpose is to guide the researcher in his or her analysis, explanation and interpretation of data (Rakotsoane & Rakotsoane, 2007).

This study is underpinned by the systems theory. Systems theory treats an organization as a system. Organizational studies have demonstrated a growing interest in Niklas Luhmann's systems theory in recent years as illustrated in Hernes & Bakken (2003). A system can be either closed or open, but most approaches treat an organization as an open system. An open system interacts with its environment by way of inputs, throughputs, and outputs. Every system, even science, operates in an environment that must tolerate it to permit the systems continued operation. Niklas Luhmann (1990) is clear about his perspective, stating in no uncertain terms that the environment counts. Social systems such as a school are generally

regarded as open systems. Katz and Kahn (1966) have defined the attributes of an open system.

- Energy is transformed, and something new is produced.
- A product is exported into the environment.
- The pattern of energy exchange is cyclical; the product that is exported into the environment is the source of energy for repetition of the cycle of activities.
- The system aims to “maximize its ratio of imported to expended energy.”
- The system exhibits differentiation, a tendency toward increased complexity through specialization.

Fred (2010) argues that systems such as schools use four kinds of inputs or resources from the environment: human resources, financial resources, physical resources, and information resources. Human resources include administrative and staff talent, labour, and the like. Financial resources are the capital the school/school district uses to finance both ongoing and long-term operations. Physical resources include supplies, materials, facilities, and equipment. Information resources are knowledge, curricula, data, and other kinds of information utilized by the school or school district. Fred (2010) further argues that it is the principal's job to secure and use inputs to the schools, transform them while considering external variables to produce outputs. In social systems, outputs are the attainment of *goals* or *objectives* of the school district and are represented by the products, results, outcomes, or accomplishments of the system. Although the kinds of outputs will vary with a specific school, they usually include one or more of the following: growth and achievement levels of learners and teachers, learner dropout rates, employee performance and turnover, school-community relations, and job satisfaction. The support that an education district provides to the principal is a form of input which is processed by the principal and this produces an improved functionality of the school as an output. The nature and extent of support given by an education district office to principals affects the functionality of a school. Relationships with fellow beings encompass the concepts of group and grid: the former refers to the clarity of the boundaries around a group to which people belong; the latter to the strength of the rules which govern how people relate to one another: hierarchical societies with strong ties score highly on group and grid; individualist or market-driven ones are weak on both (Douglas, 1996). Castells (2004) argues that strong networks of

relationships are strategic assets that could and should be carefully managed and nurtured especially through the powerful information and communication tools available. Therefore, if the perceptions of secondary school principals on the nature and extent of support and development given to them in the Frances Baard Education District is clearly defined, it will be easier for secondary school principals and district officials to implement clearly defined structures so that all principals, educators and learners can benefit from the support and development given to secondary school principals in the Frances Baard Education District. An ecosystemic approach to perceptions of secondary school principals on the nature and extent of support and development given to them in the Frances Baard Education District implies that cognisance is taken of the complex nature of school leadership support and the different factors that impact on the performance of secondary school principals. Though it focuses on secondary school principals in the Frances Baard Education District, the focus is on school leadership support in context.

Since this theory is a useful way of understanding the complex influences and interactions apparent in education and schools it therefore applies to this study on principals' perceptions on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District because it assumes that the human society is a system of interrelated and interdependent levels in constant dynamic interaction and that change at one level has an inevitable effect on other levels (Engelbrecht & Green, 2004).

According to Donald (2002) the school is a system consisting of different parts such as staff, students, curriculum and administration, and the curriculum in turn draws from the government policy making sector. Dennis (2014) emphasises that it is more important to, among other things, develop educational leaders' decision-making skills and emotional competencies, rather than just their skill in the legal process, be it in drafting a budget or in the technicalities involved in appointing a staff member. This task is the responsibility of the education district officials. Among the greatest challenges to leaders in all organisations, schools included, is the continuous nature of change and the speed of change (Dennis, 2014), which requires intrinsic, longer term motivation, rather than short term, spur of the moment motivational activities.

Secondary school principals should be continually motivated by district education officials.

Auerbach (2012) advocates for a change in the school leader's role from being 'buffers' to 'bridges' between their schools and the wider community. This would necessitate moving away from an instrumental view of engaging the school community which include district officials' involvement merely to foster better learning and raising school achievement, to one where partnerships developing from genuine relationships are recognized as being fundamentally valuable for everyone in the school community. The important role of the district office to support secondary school principals is challenging, with problems such as personal leadership styles and interpersonal conflict between principals and district officials, which has a potential negative influence on the support given to secondary school principals in the Frances Baard Education District. The relationship and collaboration between the district officials and secondary school principals needs improvement to improve the overall quality of education and school performance in the district.

2.3 LITERATURE REVIEW

A literature review is done to (i) get an understanding of the nature of the problem that existed; (ii) build a theoretical outline for the study; and (iii) situate the study clearly within the identified area of research. The literature review in this study includes different sources to outline collected information in the stated area of interest, which is the nature and extent of support and development given to secondary school principals in the Frances Baard Education District. The purpose of this study was to explore the nature and extent of support and development given to secondary school principals in the Frances Baard Education District and its outcomes on the schools, the organisational commitment of educators and their job satisfaction. A school must provide "satisfaction" to members of the school community beyond the physiological needs (salary, working conditions, and job security). Schools must provide for employees' needs for affiliation, acceptance, esteem, and perhaps even self-actualization if they hope to retain a motivated, committed work force capable of performing at maximum levels (Fred, 2010).

The next discussion will be on critical aspects of support that the district education officials may need to address with secondary school principals: 2.3.1 role of

principals; 2.3.2 principals duties related to management and leadership; 2.3.3 school leadership; 2.3.4 professional development; and 2.3.5 role of districts.

2.3.1 Role of principals

This is an area that needs to be emphasised by the education district upon appointment of one as a principal. The education district needs to satisfy itself that the incumbents know their role in a school. The key role of a principal is to manage the school as an organisation; work with and for the community; manage human resources (staff) in the school; and manage and advocate extra-mural activities. The National Assembly for Wales in 2005 identified overseeing teaching and learning as the main focus of principals. Bush and Heystek (2006) indicate that principals in South Africa mostly deal with matters such as financial administration, human resource management, and policy matters. Studies in some Organisation for Economic Co-operation and Development (OECD) (2012) nations have revealed that principals are badly affected by all the additional tasks that they must perform. Principals in England labelled their work-life stability as appalling (PricewaterhouseCoopers, 2007). Due to the fact of the multifaceted and multidimensional nature of leading a school, the efficiency of principals is determined by, how they allocate their time across their accountabilities (Rice, 2010). Time management is therefore an integral part of the work of a principal in a school. However, the most operational leadership style would necessitate less command and control, more learning and leading, less speaking, and more coordinating (Dufour & Eaker, 1998).

The Organisation for Economic Co-operation and Development's (OECD) proportional assessment of school leadership recognises a focus on supporting, assessing and increasing teacher quality as the core of actual leadership. This includes co-coordinating the curriculum, monitoring and evaluating teaching, promoting teachers' professional development, and supporting collaborative work cultures. Studies have demonstrated that those who learn to teach within collaborative cultures become more effective teachers; that teachers improve their effectiveness faster when they collaborate; and that students of teachers with stronger social networks make stronger gains (Quintero, 2017). The OECD's proportional assessment of school leadership further discovered that teacher

monitoring, evaluation and supporting co-operative work ethos are increasingly important responsibilities of school leaders. Research in instructional leadership can show just where conflicting routines obstruct valuable reform practices and can provide a guide for leaders to design tools and tasks that bridge routines to support instructional improvement (Spillane & Coldren, 2011).

Even though school leaders are held responsible for all that happens in their schools, they allocate numerous duties to other staff members who could do them. School leaders must be encouraged by the education district officials to share their responsibilities with deputy principals, department heads and teachers with special passions. The concept of distributed leadership among high-ranking and middle management levels in schools is commonly promoted as contributing to school efficiency and school progress. Distributed leadership however points to leadership that involves multiple leaders at school where multiple individuals take responsibility for leadership. Distributed leadership is a viewpoint; it is neither a proposal for effective leadership nor an instruction for how school leadership should be practiced (Spillane, 2005). To help principals become better leaders in their schools, education district officials need to increase on the job support such as mentoring and coaching. A 2015 RAND survey of principals nationwide found that only one-third receive all three types of on the job assistance: mentoring, professional development, and guidance from their supervisor (Johnston, Kaufman & Thompson, 2016). It includes both formal and informal leaders and consists of reliable interaction and interdependence as opposed to the mere assignment of responsibility (Harris, 2013).

When the distributed leadership approach is followed, there should be a clear management framework, characterised by group cohesion. This will mean that the team members must be open; there must be mutual trust; communication channels must be open; and members must be willing to cooperate. For this reason, the role of the leader regarding purposeful and participative professionalism and team capacity is one of the criteria in assessing school effectiveness (Botha, 2010). It is crucial for SMT members to establish a decision-making process in order to reach closure regarding some aspects of reaching the goals of the school (Colvin, 2007). According to Morley & Rassoo (1999) as cited in Botha (2010) school effectiveness is based on two distinctive discourses, namely leadership and management.

Therefore, for secondary schools in the Frances Baard Education District to be effective, effective and professional leaders and managers is a necessity. They need to be supported in the form of mentoring and coaching by the district office on how to best perform their duties in school.

The OECD's proportional review of school leadership further found that the ability of school leaders to shift financial and human resources cleverly is often inadequate by a lack of training in the field. The general agreement in most quarters is that principal training programmes are too hypothetical and unconnected to the daily demands on present-day principals. Contemporary school administrators play a daunting array of roles, ranging from educational visionaries and change agents to instructional leaders, curriculum and assessment experts, budget analysts, facility managers, special programme administrators, and community builders (Davis, Darling-Hammond, La Pointe & Meyerson, 2005). Largely overlooked in the various reform movements of the past two decades, principals are now regarded as central to the task of building schools that promote powerful teaching and learning for all students, rather than merely maintaining the status quo (Peterson, 2002).

The World Bank (2008) suggests that the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the headteacher. Intensive efforts to improve school leadership are one of the most encouraging points of involvement promoting the quality and efficiency of secondary education across Sub-Saharan Africa. The role of headteachers remains critical in the successful implementation of various government reforms (Kamunde, 2010). Senegal's Improvement Plans (SIP) created in 1996, encourage the entrepreneurial skills of headteachers to find funding for school projects that enhance educational quality. In Kenya, all headteachers are undergoing a management course at the Kenya Management Institute (KEMI) to improve their management skills (Republic of Kenya, 2012a).

School principals deal with learner disciplinary issues almost daily. According to Joubert and Prinsloo (2004), learners who come from homes where ill-discipline is customary, are those who cause discipline problems and perform poorly at school. Fon (2011) confirms this by stating that educators blame discipline problems on an

undisciplined home environment, where there is little or no parental supervision. Sergiovanni and Starratt (2002) describe school climate as the lasting features that describe the psychological character of a specific school, and as the psychological feel that teachers and learners have for that school. As a result of all these problems, the principals pay more attention to upholding order and discipline than to addressing the issues of staff improvement and support, and students' academic accomplishments (Shafa, 2011). Nakpocha (2010) states that where order is absent the school system disintegrates. According to Workneh (2012) teachers confirm the fact that little attention is given to the work of the principal, although they work very closely with the teachers, and the teachers work very easily with the learners.

Lethoko, Heystek and Maree (2001) have recognised factors that add negatively towards learning in South Africa. They include poor professionalism among teachers and principals; poor management; poor planning of lessons; ineffectiveness; and a poor funding from the Department of Education to refurbish schools. According to Nyaegah (2011) the school administrator's attitude towards any service in the school, whether new or old, needs the acceptance and leadership of the school administrator. Without their continued support any service will fade since teachers and learners will sense the frequency embraced by the administrator's boldness towards the service in the school. With respect to the management of change, the research of Angelides (2012) on the headteachers of four schools shows that leadership and management practices should not be static, but should constantly change. Changes in the education system of South Africa have positioned internal and external burdens on principals and have necessitated a review of the role of the principal. Alexander (2004) argues that to deal with the associated stressors which are associated with change, it is obligatory upon the principal to be the initiator of staff improvement programmes that can assist teachers in becoming agents of change. Principals are constantly challenged by policy changes and policy architects do not always understand the tasks and challenges that principals face at their schools. The challenges consist of dealing with little motivation; handling class sizes; dealing with insufficient resources; and managing with fewer funds. Principals often have to make changes which do not necessarily meet with their approval.

In their report to the Portfolio Committee of Basic Education (15 November 2011), the team from the National Education Evaluation and Development Unit (NEEDU) reporting on the instructional leadership practices of principals that the majority of principals have abdicated their curriculum management responsibilities. Principals devote the maximum of their time on other responsibilities besides curriculum matters, and many principals do not have structures and measures to monitor curriculum delivery, including monitoring classroom practices and monitoring teachers' work. NEEDU also found that there is little proof that suggest that principals initiate and facilitate staff development (based on teacher professional development needs established through IQMS) to improve learning outcomes.

2.3.2 Principals duties related to management and leadership

It is gradually known that managing learning as well as teaching is one of the most essential undertakings for school leaders and principals. There can never be effective teaching and learning if educators, and indeed principals, are not committed (Shelile, 2010). The South African Standard for School Leadership, sets out the fundamental purpose of principals, it put a lot of emphasis on the need to manage learning and teaching effectively. The fundamental drive of principals is therefore to be responsible for management and leadership in all areas of the school; to enable the formation and support of conditions under which high quality learning and teaching can take place which in turn will encourage the highest standards of learner accomplishment. School effectiveness signifies the manner in which the school as an institution accomplishes its particular objectives (Botha, 2010). In addition, school efficiency is demonstrated by active managers and leaders, who are responsible for the best possible education for all learners (Bush, 2007). Furthermore, an effective school is measured by professional leadership that is focused and participative; a shared vision and goals reflecting unity of purpose and collaborative practices; a learning environment reflecting an emphasis upon teaching and learning; purposeful teaching reflecting efficient and effective organisation; high expectations and positive reinforcement in response to success and failure; monitoring; evaluation and practice based data management; emphasis on pupils' rights and responsibilities; and working home and school partnership. These are key aspects of the learning community (Botha, 2010; Bush, 2007 & Rayner, 2007).

In most educational quarters the over-all consensus is that principal training programmes are totally unrelated and too theoretical to the daily demands on modern-day principals. The course work is poorly organised and sequenced, making it difficult for learning to take place. Principals across the board agree that old-style leadership training programmes are not in touch with the truths of what it takes to run today's schools (Hale & Moorman, 2003).

The differences below indicate that principals need to pay attention to the people around them, their relationships, their values, beliefs, feelings and attitudes.

Table 2.1: Difference between management and leadership

Management	Leadership
<ul style="list-style-type: none"> • People and resources are directed by management according to established values and principles. • Managers administer and imitates. • Focuses on systems and structures. • Has a short-term view. • Focus always on the bottom line. • Accepts the status quo. • Always want to be the good soldier. • Does things right. 	<ul style="list-style-type: none"> • A new vision and direction is set by leadership, i.e. a leader is the spear-head for that new direction. • Leader innovates and creates. • Leaders stimulate trust. • Leaders have long-term outlook. • They focus on the horizon. • The status quo is always challenged. • Is their own person. • Does the right thing.

(Source: Myers 1995 and Murray 2014)

2.3.3 School leadership

According to Robinson (2007) the nearer leaders are to the primary business of learning and teaching, the more likely they are to make a difference to pupils. Hoadley (2007) argues that in South Africa, there is consensus on the importance of leadership to improve learner outcomes. He further argues that principals in South Africa have not much understanding of instructional leadership. Instructional

leadership includes assigning resources; managing the curriculum; monitoring lesson plans; setting clear goals; and assessing educators regularly to provide high quality instruction in all situations (Waldron, McLeskey & Redd, 2011). In an article on the importance of school leadership, researchers Branch, Hanushek and Rivkin (2013) found that highly effective principals increase the achievement of learners in their schools in a single school year and that unsuccessful principal's lower achievement of learners. Officials in the district offices must therefore give the necessary support and guidance to principals in order to become effective and successful.

Effective managers are proficient and skilful instructional leaders and good managers, they take accountability for ensuring that all individuals in their department prosper and that the group or business unit achieves results (Tulgan, 2014; Haney, 2014). In other words, leadership is important for the development and progress of educational opportunities for every learner. According to Tulgan (2014), some managers may lack leadership as a fundamental quality, despite their job title. The balance between management responsibilities and instructional leadership presents challenges for School Management Teams (SMTs) of which the principal forms part (Louis, Leithwood, Wahlstrom, & Anderson, 2010). Principals can no longer act alone, and administrators' instructional leadership should be collaborative and build upon the existing capacity of the organization to create a cohesive professional culture (Hallinger, 2011). Management tasks are clearer, and procedural and compliance are of importance for the district; thus, instructional leadership may be neglected (Ruairc, Ottesesen & Precey, 2013). SMT's need to be the educational thinkers and instructional leaders, offering knowledge and direction to ensure that teachers teach and that the learners are taught (Hoer, 2017). The role of SMT's in instructional leadership constructs the setting necessary for school change or for the development plans to be efficiently executed (Colvin, 2007). In addition, principals that share leadership; include and value their stakeholder input and collaboration to promote mutual accountability and ownership of school goals, a competency which will stand them in good stead or improving their schools.

Colvin (2007) further emphasises that for SMT members to effectively implement improvement plans they should possess the following essential instructional leadership skills:

- Effective use of resources – SMT members should be ready and prepared to provide staff and all learners with the necessary resources that can benefit them because teachers do well when being valued or recognised for their performance.
- Communication skills – the success of instructional leadership depends on SMT members being outstanding communicators. SMT's will inspire trust, initiate motivation and empower teachers by communicating the benefits relating to education, including the belief that every learner is able to learn.
- Serving as instructional resources – SMT members need to be receptacles of information linked to effective instructional practices and present developments in education because teachers rely on them.
- Being visible and accessible – the presence of SMT members should be a positive, visible and lively one. Modelling learning behaviour, concentrating on leading by example and learning intentions are fundamental for instructional leaders to get desired results.

To decrease the burden of leadership on the principal, the education district needs to empower the SMT because if SMT members hold the skills outlined above, they will be effective instructional leaders and described as skilled managers, whose leadership will be seen as essential for educational opportunities towards the improvement of all learners. In addition, 'strong directive leaders' are instructional leaders who act as the person responsible for the day-to-day management of the school building, the time-tabling teacher and for evaluating teachers accordingly (Qeleni, 2013). Instructional leaders would be appropriate in schools that need to accommodate inclusive changes, because they encourage professional development and instructional time; and provide incentives for learning, as well as teaching (Halliger, 2010). Professional development incorporates both training and education (Stroud, 2005). School principals is an important participant in directing the school's change and creating an institute that supports teachers in meeting the needs of all learners (Hoppey, McLeskey & Crocket, 2013). Research on leadership for learning has firmly established that effective principal leadership is essential to

successful schools and positive teacher and student development and learning (Hallinger & Heck, 2010).

The important challenge to assessing the influence of school leaders is separating their contributions from the numerous other factors that drive learner achievement. For example, a school that serves largely wealthy people's children might create the impression that it has a good principal, when family circumstances are the main reason for high accomplishment. Alternatively, a school that serves disadvantaged learners may seem to be doing poorly but in fact have a good principal who bring into being better results than any other principal would in the circumstances (Branch, Hanushek & Rivkin, 2013). In estimating the principal's effectiveness, one needs to analyse the effect of specific conditions and not at the fundamental constant differences in influences. How principals approach their school leadership in the context of demanding, changeable, and variable communities is an understudied area of educational leadership research (Hallinger, 2016). This issue is significant because a principal's influence may vary with the time they spend in a school. The school principal has an important role to play in the development of educators. School-based professional development undertakings involving the whole staff are becoming common these days. Many countries encourage schools to have in-service training of teachers.

The primary responsibility of empowering principals with regard to professional development and instructional leadership rests with the Department of Education. Provinces are responsible for the district structures that are intended to support schools and to be the link between schools and provincial departments. If the heads of secondary schools in the Frances Baard Education District want to be effective instructional leaders, with the desire to increase performance in schools, they need to be hands-on managers; managers who are knowledgeable about the curriculum. Rural communities' expectations of rural school leaders are very high and require a principal who is willing to engage with all stakeholders to help lead the school community (Clarke & Wildy, 2004). Due to these contextual attributes, rural school principal leadership is a unique challenge for all principals and can be especially challenging for novice principals (Spillane & Lee, 2014). They need to know different instruction methods and also be role models, who are familiar with policies and

practices. Research on how to strengthen school leadership through targeted support for specific school policies and practices shows that novice principals in the districts ranked mentoring as the support they valued the most, commonly using words like "lifesaver" and "cheerleader" to describe their mentors (Anderson & Turnbull, 2016). For principals to succeed as instructional leaders, they will require to work to release themselves from being caught up in the administrative facets of teaching. They will have to strengthen their struggles of refining teaching and learning methods, because the development of instructional methods is an objective worth seeking. The successful implementation of instructional learning and teaching will allow educators and learners to produce a more meaningful environment. Bush and Glover (2003) maintain that instructional leadership is a very important dimension of leadership because it targets the school's central activities, teaching and learning hence support is required from the education district officials to secondary school principals in this regard.

2.3.4 Professional development

Professional development undertakings are of fundamental significance in building awareness and changing the mind-set of principals towards their responsibility as managers of their schools. The model for professionalisation of principalship may encompass a variety of programmes such as training and networking (Mathibe, 2007). Reitzug (2002) contends that training is the traditional and still dominant form of professional development. Training includes direct instruction, skill demonstration and involves workshops and presentations. In addition, training involves instruction by an expert, such as education district officials or experienced employee on job processes in an organisation.

Professional improvement can help overcome limitations that may have been part of a teacher's pre-service education and assist in keeping teachers up-to-date with new knowledge and practices in the field (UNICEF, 2000). Continuing professional development of secondary school principals can have a direct influence on learner accomplishment and school performance. School principals therefore need to be empowered by education districts to have comprehensive understanding of school and classroom practices that contribute to learner achievement.

The principal is also required to motivate teachers in his school. Knight (2011) lists six organisation ideologies that outline a healthy group learning atmosphere in which teachers are personally motivated. The involvement of principals in professional development will allow them to build a learning environment that is applicable to each one of them. The foundation of the organisation ideologies is that people are motivated by goals that are their own.

Table 2.2: Organisation ideologies

Principle	Description
Equality	Teachers can contribute to the planning of professional development activities.
Choice	Teachers decide how and what they learn.
Voice	Professional development gives the teacher a sense of belonging; they can voice their opinion.
Reflection	Reflection and constructive dialogue is taking place.
Praxis	Real-life situations are used as practice.
Reciprocity	Everybody who is involved give and receives feedback.

Darling-Hammond, Hyler and Gardner (2017) define real professional development (PD) as organised professional learning that effects changes in teacher practices and enhancements in student learning results. They share the following features about professional development.

Table 2.3: Features about professional development

Feature	Description
Is content intensive	The professional development is content and subject specific.
Integrates active learning	Participants are actively involved in learning. Educators design and take part in the same style of learning that they

	design for their learners.
Supports co-operation	Educators can share ideas and form learning communities. They share a common goal and work collaboratively.
Uses representations of effective practice	The modelling of lessons and teaching provide an opportunity to share best practice.
Affords coaching and skilled support	Expertise about content and practices, focus on educators' individual needs.
Offers comment and reflection	Professional development provides time to think about and receive input on feedback.
Is of continuous duration	Effective professional development provides educators with sufficient time to learn, practice and implement new strategies.

Regardless of the specific model employed, professional development should be well planned, integrating elements of effective professional development, as described above. The district officials who are responsible for professional development programmes should keep the following in mind:

- Principals and educators are gifted and dedicated individuals who have gained vast experience by interacting with learners, and have a wealth of information that must be discovered and shared.
- Principals and educators differ from one another in terms of their theoretic and professional awareness and the phases they are at in their careers. This diversity offers a treasure of resources and knowledge.
- Principals fulfil different roles in their schools. They are not only mediators of learning, but also managers of learner evidence, counsellors on knowledge, and resources for parents and the wider community. Their professional development should be entrenched in their daily plan; they should not be expected to dedicate their own free time to programmes that are unconnected from the context in which they work.

- In order for principals to develop possession of professional development, they need to be dynamic contributors in its construction, adapting programmes to their wishes and circumstances.
- Professional development should not be look upon as an administrative duty, but rather as a career-long undertaking meant at revealing the factors that add to the achievement of all learners and educators. Compulsory professional improvement presented only when it is suitable to principals has little to offer.
- Professional development will have a consequence on learning only if it encompasses the whole school community. Information about teaching and learning makes sense only when measured in the context of a teacher's own school ethos and climate. The consequence of professional development is not dignified by the sum of the isolated actions of individual factors and interested party, but through an examination of how issues and stakeholders relate to one another (Darling-Hammond, Hyler and Gardner 2017).

The grouping of these fundamentals creates a co-operative culture that results in a form of shared professional capital that leverages much more productive, extensive improvement in an organisation than would be likely if teachers worked alone in classrooms. Professional development opportunities must, in the end, guarantee a comprehensive system dedicated on the progress and development of principals and educators.

In terms of professional development and collaboration, NEEDU observed that following the identification of individual teacher development needs through the IQMS processes, these needs are not often addressed; almost all school improvement plans do not specify how the professional development needs of teachers will be addressed. In South Africa, until lately, mentoring has not been formalised as part of school leadership orientation programmes or of leadership professional development. A growing number of districts however acting on the idea that on the ground support is vital to a school leader's success. Support in the form of mentoring, guidance from a supervisor, and targeted professional development goes way beyond tips on whom to call when something went wrong at school. At its

best, it focuses on the greatest challenge facing principals today: how to create a learning environment where all learners thrive.

2.3.5 Role of districts

In the South African context and according to the policy on organisation, roles and responsibilities of education districts published by the Department of Education in 2013, education districts are part of the provincial sphere of government. They have no unique powers or functions prescribed by law but function in terms of national and provincial law and provincial delegations.

Lugaz and De Grauwe (2010) through their research confirm that support through school visits by district based officials is a world-wide phenomenon. In different nations district officials emphasise different facets of support in line with the directive that they receive from their central government. The basic function of the Department of Education is that of supporting teaching and learning in schools. In South Africa as in other countries, this function is decentralised to the level of education districts.

The policy noticeably states that education district offices need to be more proficient, professional and receptive to citizens' needs when performing their essential function of supporting schools to deliver the curriculum. The circumstances of education district offices are not uniform throughout all provinces or within provinces. Many of the officials in education district offices understand their function well and perform their duties to a high level of efficiency, but others do not. In my view, some of the officials in certain education district offices, especially in the Frances Baard Education District office are not clear about their primary role which is to give professional support to schools or to serve as administrative agents that monitor policy implementation and ensure proper administration in schools. Khosa (2010) notes that the role of districts in provincial education structures is to support schools with resources, systems and professional development and monitor their utilisation of contributions and achievement of targets. However, the understanding of this role and how to release it varies from one province to another and among the different districts within the same province.

However, the role that district offices must perform in terms of support is clear; they must assist school principals and educators to improve the quality of teaching and learning in their institutions through school visits, classroom observation, consultation, cluster meetings, suitable feedback reports and other means. Education districts must also provide a supporting environment and organise support for the professional development of managers, educators and administrative staff (DBE, Republic of South Africa, 2013).

Support can be defined as help given to something or an individual in order to save them from weakening or failing. It is for this reason that the notion of support was important in this study since it investigates how district representatives support principals to develop their excellence. Support involves also other characteristics, such as individual tutoring, demonstration classes, in-service training programmes, and the organisation of peer learning that are scheduled and implemented by local district representatives (The Think Bike Projects, 2011).

What is obvious is that educational districts have to serve both professional and administrative roles and their tasks are regulated by their respective provincial education departments. It is for this purpose that this study pursues to determine what effect the support and development given to secondary school principals in the Frances Baard Education District have on the outcomes of their schools, their job satisfaction and the organisational commitment of teachers.

District capacity differs greatly within and between provinces. Insufficient resourcing for professional development including desirable curriculum materials often aggravates imbalances and obstructs school improvement efforts. The lack of capacity within some districts has hindered rather than facilitated the delivery of quality education. While it may be that districts could play a supportive role in leadership development, the reality is that many districts themselves are not always functioning adequately. Some districts do not have the resources to support schools; the lack of motor vehicles to visit schools regularly; and the capacity to provide relevant support to schools if visits take place. The implication is that if an intervention depends on districts for implementation, it may be necessary to build their capacity rather than rely upon it. The role of education districts is fundamental

to the success of schools as they are authorised to work in collaboration with school principals, giving guidance and professional support.

The Department of Basic Education's Policy on the Organisation, Roles, and Responsibilities of Education Districts, clearly states that education districts play a significant role in school success and in safeguarding that all learners have right of entry to high quality education. Explicitly, the policy mandates district offices to: work collaboratively with principals and educators in schools, with the vibrant assistance of circuit offices, to advance educational access and retention, give management and professional support, and help schools achieve excellence in learning and teaching (DBE, Republic of South Africa, 2013).

2.4 Conclusion

What emerges from the literature review is that not many countries have a system of national requirements or qualifications for school leaders. Many countries did not have training as a prerequisite for the employment as a school principal. It has always been that noble teachers become effective managers. This has also existed in pre- and post-apartheid South Africa.

What further emerges from the literature review is that effective principals increase the accomplishment of a typical learner in their institutes. Principals have a direct obligation for the quality of learning and teaching and for a learner's accomplishment. The effectiveness of the principal does not depend on the underlying constant differences, but rather on specific circumstances. The principal's impact may vary with the time they spend in a school. It further emerges that the job of a principal is multifaceted and multidimensional, and the efficiency of principals depends in part on how they allocate their time across day-to-day responsibilities.

As principals are more and more being held answerable for their school's performance, they need to be often appraised and assessed for their own professional growth and school improvement. The overall agreement in most quarters is that principal training programmes are too theoretic and not linked to the daily demands on present-day principals. Professional development undertakings are of fundamental significance in creating awareness and changing the mind-set of

principals towards their responsibility as manager of the school. In order for principals to develop possession of professional development, they need to be dynamic participants in its construction and adapting programmes to their desires and circumstances.

In addition, what emerges is that in the South African environment, the basic function of the Department of Education is supporting teaching and learning in all schools. In South Africa as in other countries, this function is decentralised to the level of education districts. It is evident that education districts must also provide a supporting environment and organise support for the professional development of school leaders, educators and administrative personnel. While it may be that districts could play a supportive role in leadership growth, the reality is that many districts themselves do not always function adequately. Constant professional improvement of school principals and the necessary support they receive from their school district are vital within a South African context, given the immense inequalities created previously by apartheid education.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research methodology that was used. The aim of this study is to have a comprehensive understanding of the perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District in the Northern Cape. The chapter discusses the mixed methods that was used in the study in the following sections 3.2. research paradigm; 3.3 the population; 3.4 sample; 3.5 data gathering instruments; 3.6 data gathering techniques; 3.7 data analysis; 3.8 triangulation; 3.9 validity; and 3.10 reliability.

3.2 Research paradigm: Convergent mixed method design

The research design proposed for this study was the mixed method approach. Mixed method designs are appropriate for this research because they afford a better understanding of research questions than either the qualitative or quantitative approaches alone (Aarons, Horwitz, Chamberlain, Hurlburt & Landsverk, 2011). In

the convergent parallel design, quantitative and qualitative data are obtained concurrently and both methods receive the same emphasis.

3.2.1 Mixed method

While there is no general definition of mixed methods research, Creswell, Plano and Clark (2011) outline its core features as follows: in a single research study, both qualitative and quantitative components of data are collected and analysed independently, and incorporated – either concurrently or sequentially – to address the research question. Mixed methods research is a methodology that combines qualitative and quantitative approaches. As a methodology, it includes philosophical expectations that guide the way of the collection and analysis of data and the mixture of qualitative and quantitative methods in many phases in the research practise. The basic hypothesis of this methodology is that the collective qualitative findings and quantitative results lead to further insights not collected from the qualitative or quantitative findings alone (Creswell, 2015; Greene, 2007; Tashakkori & Teddlie, 2010).

Mixed method research is appropriate for this study because of its worth of both quantitative and qualitative worldviews to advance a deep understanding of a phenomenon of interest (Creswell, 2003). For instance, the researcher in this study used interviews (a qualitative data collection method) and questionnaires (a quantitative data collection method) to collect data about the nature and extent of support provided to principals. Mixed method research includes: (a) collecting and analysing both qualitative and quantitative data in reply to main research aims, questions, and hypotheses; (b) using rigorous methods for both qualitative and quantitative research; (c) integrating or ‘mixing’ the two forms of data deliberately to generate new insights; (d) framing the methodology with distinct forms of research designs or procedures; and (e) using philosophical expectations or theoretical models to inform the designs (Creswell, 2015).

Mixed method strategies that are used in this study ensured a comprehensive picture of the phenomenon. Mixed method research is an effort to legitimise the use of multiple methods in answering research questions, rather than limiting the researcher’s choices. The mixed method approach also afforded the researcher a

more complete evidence for studying the research problem. Moreover, it helped to answer questions that could not be answered by qualitative or quantitative approaches alone, and it inspired the researcher to pool resources across the relationship between qualitative and quantitative research (Creswell & Plano Clark, 2007).

The mixed method is seen as a productive response to the protracted, unproductive debates arguing the pros and cons of quantitative versus qualitative research (Feilzer, 2010). The use of mixed methods for this study are based on the assumption that using different types of procedures for collecting data and gaining information through different sources can supplement the validity and reliability of the data and their interpretation. The incorporation or linking of the two strands of data define mixed method research and highlights its value (Creswell, 2015). The mixed method research is used because it is expected that one source of data will be insufficient to bring an all-inclusive understanding of the problem. Therefore the research involved both collecting and analysing quantitative and qualitative data.

The combination of the two forms of data can happen in two ways (Fetters, Curry & Creswell, 2013; Creswell & Plano Clark, 2011) namely merging and joining. In the merging development, the two datasets are collected simultaneously and the results are analysed independently. The second approach to integrating the datasets is joining the data in a sequential manner. Here, the information gained from the analysis of one dataset is used to inform the consequent data collection of a follow up database. A convergent parallel mixed methods strategy was used, and it is a type of strategy in which qualitative and quantitative data were collected in parallel, analysed independently, and then combined.

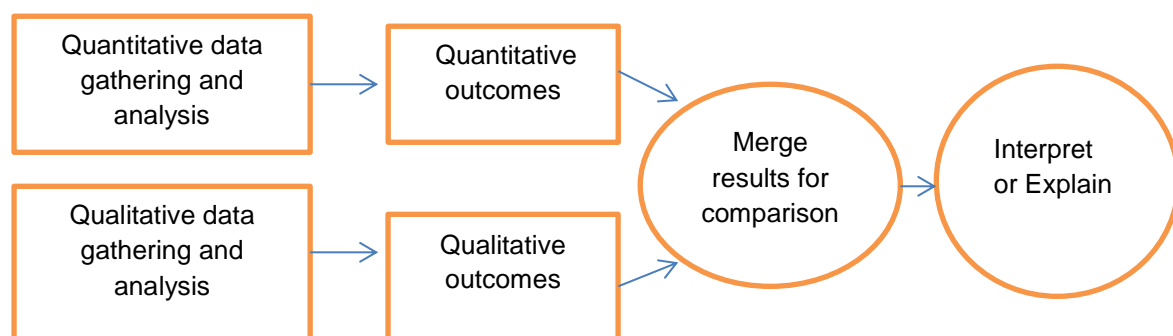


Figure 3.1: Convergent parallel mixed methods strategy (Adapted from Journal of Music Therapy (2013))

3.2.2 Qualitative research

Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. In the words of Atkinson, Coffey and Delamont (2001) it is an 'umbrella term', and a number of different approaches exist within the wider framework of this type of research. Qualitative research offers more than a snapshot; it focuses on lived experience and provides knowledge that targets societal issues and questions and therefore helps humanity (Tewksbury, 2009). The strong point of qualitative research is its ability to deliver complex textual reports of how people experience a given research matter. The interpretive perspective of qualitative research allows the researcher to generate an understanding and insight into how the participants relate and interact with one another and how they make meaning of the phenomena under study (Creswell, Ebersson, Ferreira, Ivankova, Jansen, Niewenhuis, Pieterse, Plano Clark & van der Westhuizen, 2010). It offers information about the 'human' side of an issue. I made use of in-depth, open-ended interviews with departmental officials which are ideal for collecting data on individuals' personal perspectives, and experiences, mainly when sensitive topics are being explored. Interviews are dialogues, usually one-on-one, amongst an interviewer and an interviewee, meant to gather information on a specific set of topics. Interviews can be conducted in person or over the phone. Interviews differ from surveys by the level of structure placed on the interaction. The open-ended questions will not necessarily be worded in exactly the same way with each participant. With open-ended questions, participants are free to respond in their own words, and these responses tend to be more complex than simply 'yes' or 'no'. With qualitative methods, the relationship between the researcher and the participant is often less formal than in quantitative research. Participants have the chance to reply in greater detail than is normally the case with quantitative methods. In turn, the researcher will have the opportunity to respond immediately to what participants say by adapting subsequent questions to the information the interviewee has provided. The advantage of open-ended questions is that they have the ability to bring to mind responses that are meaningful and socially relevant to the participant. The flexibility of the qualitative data collection method

enabled the researcher to gather detailed data from participants on the support and development that is given to principals in the Frances Baard Education District. It further responded to local situations, conditions, and needs of the participants.

Since any research approach can positively or negatively influence the research process, I find it helpful to outline the following strengths and limitations of the qualitative research. Shuttleworth (2008), states that qualitative research is helpful in that it ensures that useful data are always generated. The qualitative research design is also useful when budgetary decisions have to be taken into account. In addition, the qualitative research design is easy to plan and to carry out and it is valuable when a subject is too difficult to be answered by a modest yes or no hypothesis. In using the qualitative research method, the qualitative research design is practicable for its ability to deliver complex textual explanations of how people experience a given research issue. This research design also allows the researcher the flexibility to probe initial participants' responses and this probing gives participants the opportunity to respond in their own words, rather than choosing from fixed options.

On the other hand, Shuttleworth (2008) states that qualitative research has a disadvantage in that it necessitates a lot of careful thought and planning to ensure that the results obtained are as accurate as possible. The qualitative research design also has a disadvantage in that it is a lot more open to personal opinion and judgment and so it can only ever give observations rather than results.

3.2.3 Quantitative research

Quantitative research includes collecting data that are absolute so that they can be looking at in as unbiased a manner as possible (Mcguigan, 2011). According to Aliaga and Gunderson (2002), quantitative research explains phenomena by gathering numerical data that are analysed using mathematically based approaches (in particular statistics). A quantitative data collection method can bring breadth to a study by helping the researcher collect data about different aspects of a phenomenon from many participants (Muijs, 2004). Quantitative research uses highly organised methods, such as questionnaires, surveys and organised observation. Closed-ended questionnaires force participants to choose from fixed responses and participant responses do not influence or determine how and which

questions the researcher asks next (Kumar, 2005). Generally, the quantitative method is fairly inflexible. With the quantitative method, such as surveys and questionnaires, for example, researchers ask all participants identical questions in the same order. The response categories from which participants may choose are 'closed-ended' or fixed. The advantage of this inflexibility is that it allows for significant comparison of responses through participants and study locations. Another advantage of quantitative research is that it indicates the extensiveness of attitudes held by people (Cohen, Manion & Morrison, 2007). As in the instance of the qualitative research, quantitative research too, has its strengths and weaknesses. Shuttleworth (2008) maintains that the quantitative research paradigm is an excellent way of finalising results and proving or contradicting the hypothesis. In the quantitative research design, a comprehensive answer is reached after the statistical analysis of the results.

The quantitative research is disadvantageous in that it requires broad statistical analysis, which can be challenging to find, due to most scientists not being statisticians (Shuttleworth, 2008). This research design can also be challenging and expensive and require a lot of time to perform. There is usually some uncertainty which requires the testing and refinement of the design.

3.3 Population

The target population for this research included all the secondary school principals in the Frances Baard Education District in the Northern Cape (Annexure F), since they are the population within my reach. In addition, the secondary school principals were considered appropriate as the population of the study because they follow the identical curriculum and they have similar roles and responsibilities to fulfil at their schools. Most of them have had several years of experience as principals and were in the best position to offer the information necessary to answer the research questions of this study.

The population of this study consisted of male and female secondary school principals across the circuits of the Frances Baard Education District. The Frances Baard Education District consists of 47 secondary schools and 09 circuits.

3.4 Sample

A sample is a representative of the population from which it is taken if the features of the sample mimic those of the population. Stein, Smith, Du Toit and Stasheim (2003) define sample as “any subset of population”. Saunders, Lewis and Thornhill (2003) cited in Dumisa (2010) indicate that, the challenges that are faced when it is not possible to survey the whole population is the fact that sample surveys are otherwise valid under the following conditions: when it is not practical to survey the whole population; the researcher has budget limitations to survey the whole population; when time limitations prohibit successful survey of the whole population; and when the investigator has collected all data but needs results fast. I am convinced that if the most appropriate principals are selected, the outcomes would be more precise, the process less time consuming, and thus more cost effective, the intentions of the study would be achieved.

The sample for this study consisted of thirty (30) principals from secondary schools across the different circuits in the Frances Baard Education District and was sampled purposively. The Chief Education Specialist responsible for institutional management and governance development, as well as the Chief Director accountable for school management, administration and support were also interviewed. Sampling is a procedure of choosing a few elements from a larger group to work with, in order to come up with functional conclusions from the study. This is done in such a way that information gathered is representative of the whole population. Maree (2007) explains that sampling theory has been developed to put forward ways of drawing ‘scientific’ samples that are random and illustrative of the population and whose outcomes can tell us more about the population in general.

3.4.1 Sampling and sampling procedure

Obtaining information from every person in a population is next to impossible; therefore, instead of trying to collect everyone's information; I collected a sample of the population. Sampling is a procedure of choosing a few elements from a larger group to work with in order to come up with sensible conclusions from the study. In this study, purposive sampling was used to select participants because it placed participants in groups relevant to the criteria that fitted the research questions. Through purposive sampling I selected my research participants and they were

purposefully chosen. Participants were therefore selected because of their relevant knowledge, and interest and experience in relation to the case. Maree (2007) mentions that purposive sampling is used in distinct cases where the sampling is prepared with a special purpose in mind. Purposive sampling can thus be described as the considered choice of a participant for the qualities the participant holds.

I selected thirty secondary schools and their principals from the Frances Baard Education District. Through purposive sampling, I attempted to understand the perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District. A small sample size was carefully chosen because secondary schools in the Frances Baard District have similar features, follow an identical curriculum and principals have identical roles and duties. Therefore, I was wary of the concept of theoretical saturation in large sample sizes. Through purposive sampling the researcher is able to increase the utility of evidence that would be gained from small samples (Mc Millan & Schumacher, 2001).

Furthermore, for the value of conducting thorough in-depth follow-up interviews, a lesser number of respondents are generally suggested because the method is fact-finding in nature. I am convinced that the sample size of thirty secondary school principals has exposed all essential evidence to answer the research questions. Although the resolution of the research was not to generalise, I collected enough evidence on the perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

3.5 Data gathering instruments

Owing to the nature of the study, questionnaires with close-ended responses were handed out to the thirty (30) principals and thorough, face to face, semi-structured interviews were conducted with the Chief Education Specialist responsible for institutional management and governance development, as well as the Chief Director accountable for school management, administration and support (Annexure C). I further conducted a follow-up focus group discussion with some of the principals

(Annexure D). The discussion was in the form of a semi-structured interview and open-ended questions were used for in-depth discussions.

3.5.1 Questionnaire

The questionnaire is perhaps the most mutual technique in educational research to collect data. The closed-ended questions were used to gather quantitative data. The questionnaire consisted out of two sections with ten Likert scale questions per section which range from strongly disagree (1), somewhat disagree (2), neither agree nor disagree (3), somewhat agree (4) and strongly agree (5). The questions were on support in the one section and the questions in the other section dealt with development. The main advantages of the questionnaire were its familiarity to participants; the fact that participants could complete the questionnaire in private, and also that it allowed them some time to think about their responses. This data gathering tool was used because I was able to drop off the questionnaires myself at the different participants. The advantage of this was that I was able to explain and clarify any uncertainty about the questionnaire to the participants. Since I engaged with each one of the respondents on the purpose of the study, I was of the view that the acquired data would be more or less identical and standard. The respondents felt at ease about sharing information more easily and they were relatively compelled to answer the questions since they had met the researcher face to face. In this research, I was aware of the discomfort that might have come with one-on-one interviews; therefore the questionnaire was used together with other techniques of data gathering as a way of data triangulation.

Questionnaires enabled me to draw detailed evidence from respondents who otherwise might not have been accessible. I am however, conscious that this data collection tool has got its strengths and limitations. The strengths of the questionnaire as outlined by Babbie and Mouton (2007) include the following:

- A standardised questionnaire offers the option of making refined descriptive declarations about a large population.
- Questionnaires make large samples feasible.
- Questionnaires have a significant strength with respect to measurement.

Furthermore, the respondents' anonymity helps them to share information easier and closed-ended questionnaires can without difficulty be analysed in a straightforward way.

There are, however, some limitations associated with the use of questionnaires (Babbie & Mouton, 2007):

- When planning questions that will be minimally suitable to all respondents, what is proper to many respondents may be missing.
- Questionnaires fail to develop the feel for the total life circumstances in which respondents are thinking and acting.
- Questionnaires are inflexible with regard to new variables which might develop during the research process.

Maree (2007) further mentions the following advantages of a questionnaire:

- This technique is relatively cheap and easy to use.
- The response rate is optimal.
- Participants can complete questionnaires in a short time.

3.5.2 Interviews

I conducted interviews with education officials, the Chief Education Specialist responsible for institutional management and governance development, as well as the Chief Director accountable for school management, administration and support in the Northern Cape Department of Education. This was done with the intention of finding the participants' perspective on the support and development given to secondary school principals in the Frances Baard Education District. I used this qualitative data collection technique to get first-hand information directly from some knowledgeable informants. I obtained particular information from the participants in order to investigate what was going on in the respondent's mind; what and how they perceived and interpreted the support and development given to secondary school principals in the Frances Baard Education District. The idea was to make known existing information in a way that can be communicated in the form of answers, in order to become accessible to interpretation. The interviews were conducted on a one on one format and were goal orientated, with the response rates attainable.

Another reason why I opted for this kind of interview was that it is useful for exploration and confirmation.

The responses were recorded for the purpose of analysis. Englander (2012) argues that it is not the number of interviews that is important but rather, the depth of the content of experience. The semi-structured discussions helped me to collect data that were essential to gain insight into specific issues, together with creating a chance to follow up on the replies of the interviewees and to explain issues or to further explore some of their responses. This type of interview is flexible and allowed the interviewer to elicit a great amount of data from the interviewees; the interviewer prepared the questions in ordinary everyday educational language beforehand, according to the focus of the study. I was mindful of not interrupting the interviewees; being respectful and neutral throughout the interview; and providing sufficient scope for the interviewees to express their opinions.

De Vos, Strydom, Fouche and Delport (2007) recommend the use of interviews for the following advantages:

- They are valuable for collecting huge amounts of data quickly.
- They are a particularly effective way of gaining depth in data.

There are, however, these restrictions which are associated with the interviews (De Vos et al. 2007):

- Participants may not be willing to share.
- The researcher may ask questions that do not suggest the anticipated responses from the participants.
- Respondents could, at times, be dishonest.
- Participants may find the interviewing process emotionally disturbing.

3.5.3 Focus group interviews

According to Payne (2013), focus group discussions are special types of group discussions with narrowly focused topics discussed by a group of members of equal status. Focus group interviews and group discussions are ways of collecting data simultaneously from several groups of people, usually those who share common

experiences and who concentrate on their shared meaning (Payne, 2013). Focus group interviews and group discussions are techniques involving in-depth group interviews and discussions in which participants are selected because they are a purposive sample of a specific population (Rabie, 2004). Focus group discussions were used in this study to gain a sense of the variety and diversity of views in a small group from participants. An advantage of this small group discussion was that the participants were able to build on one another's comments to make available an in-depth understanding not attainable from individual interviews.

3.6 Data gathering techniques

The data were collected using closed ended-questionnaires that were given to thirty (30) secondary school principals working in the Frances Baard Education District. Questionnaires were dropped off in person at the different respondents' places of work. In-depth, face-to-face, semi-structured interviews were conducted with the Chief Education Specialist accountable for institutional management and governance development and the Chief Director accountable for school management, administration and support. Interviews were conducted on a pre-arranged basis with the Chief Director and Chief Education Specialist at their workplaces, which is a naturalistic environment. The duration of these meetings was between 45 and 60 minutes.

I established rapport with the officials in order to encourage confidence and to have an open and honest dialogue. With the consent of the officials, the discussions were audio recorded for transcripts and summaries were taken as well. The recordings were later transcribed for data analysis purposes.

I further conducted a follow-up focus group discussion with some of the principals. The discussion was in the form of a semi-structured interview and open-ended questions were used for an in-depth discussion. The advantage of using a small group of participants was that they perceived one another as being fundamentally similar and spent less time discussing the issues (Niewenhuis, 2017).

3.7 Data analysis

Data analysis is a difficult process that involves moving back and forth between concrete bits of data and abstract concepts; between inductive and deductive reasoning; and between explanation and understanding (Merriam, 2009). According to Ader (2008) data analysis is a practise of inspecting, cleaning, converting and modelling data with the objective of discovering useful information, suggesting conclusions, and supportive decision making. Data analysis is also referred to as the practice concerned with reducing the amount of collected data in order to provide important statements of information. The overall process of data analysis begins by identifying segments in a data set that are responsive to the research questions. Data analysis is thus the process used to answer the research questions. I developed a strategy for a mixed method data analysis in which both quantitative and qualitative data were analysed thoroughly in order for useful and credible conclusions to be made from the individual analysis. Both sets of data were analysed in parallel and then combined for a thorough understanding of the phenomenon. In this study, the data consisted of questionnaires and interview transcripts. The transcript of interviews was prepared by me and recordings listened to directly after the discussions were conducted. I familiarised myself with the data as it was gathered.

3.8 Triangulation

Triangulation is a combination of qualitative and quantitative research methods or the use of multiple methods or sources of data collection. In this study in which qualitative and quantitative methods were used, as well as data triangulation which employing the combination of the interviews and the questionnaire, to ensure that the results obtained were reliable and valid.

My choice of a mixed method research methodology was derived mainly from the concept of triangulation; that is using more than one research instrument to finally achieve the first-hand objective of the study. Triangulation however, has its weaknesses and can be summarised as follows:

- It should be noted that the weight of work ensuing from using more than one research technique or instrument is substantial than relying on the conventional one-way method. Leedy and Ormrod (2001) state that data

collection, organisation, analysis, and transcript become an administrative nightmare if time management, financial implications, and co-research assistance is not sought very early on before even starting with the proposal chapter.

- Secondly, triangulation is too abstract a notion, especially since it is not a preferred or general mode of empirical inquiry, particularly due to its multifaceted nature. That is, the concerned researcher would be forced to be well experienced in both methods via the literature background establishment, understanding and application.
- Thirdly, there is not an adequately accurate guideline protocol that is using triangulation as this approach is highly flexible. The flexible nature of triangulation means that no exact advice can be reduced to two given instruments (Oliver-Hoyo & Allen 2006).

Triangulation using various sources of data in this study means associating and cross-checking data collected through questionnaires, interviews from people with different perspectives, and from focus group interviews.

3.9 Validity

Validation in mixed method research is basically evaluating the quality of findings from all the data, both quantitative and qualitative in the research survey. In order to reinforce the validity of the data and findings, I collected data through different sources, such as questionnaires, interviews and focus group discussions. Triangulation of qualitative and quantitative data was done to enhance the validity of the research.

I also conducted a pilot study with five (5) secondary school principals at five neighbouring secondary schools in Kimberley. Questionnaires were handed to them and I learnt that the questionnaires yielded much information on the viewpoints of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

3.10 Reliability

Reliability in a research design is built on the assumption that there is a distinct reality and that studying it repeatedly will yield similar results (Merriam, 2009). In addition, reliability refers to the consistency or stability of a measure (Kelliher, 2005). Therefore data were collected from principals and departmental officials in order to enhance the reliability of the data and results. The participants were described as fully as possible to make it fairly easy for any independent researcher who would want to replicate the study. When qualitative researchers speak of validity and reliability, they usually talk about research that is trustworthy (Creswell, 2010).

CHAPTER 4: QUANTITATIVE DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The aim of this section of the study is to present, analyse and interpret the questionnaires. Ader (2008) defines data analysis as a process of inspecting, cleaning, transforming and supporting decision making. Data analysis is described as a practise concerned with decreasing the amount of collected data in order to offer a noteworthy statement of information (Hardy & Bryman, 2004).

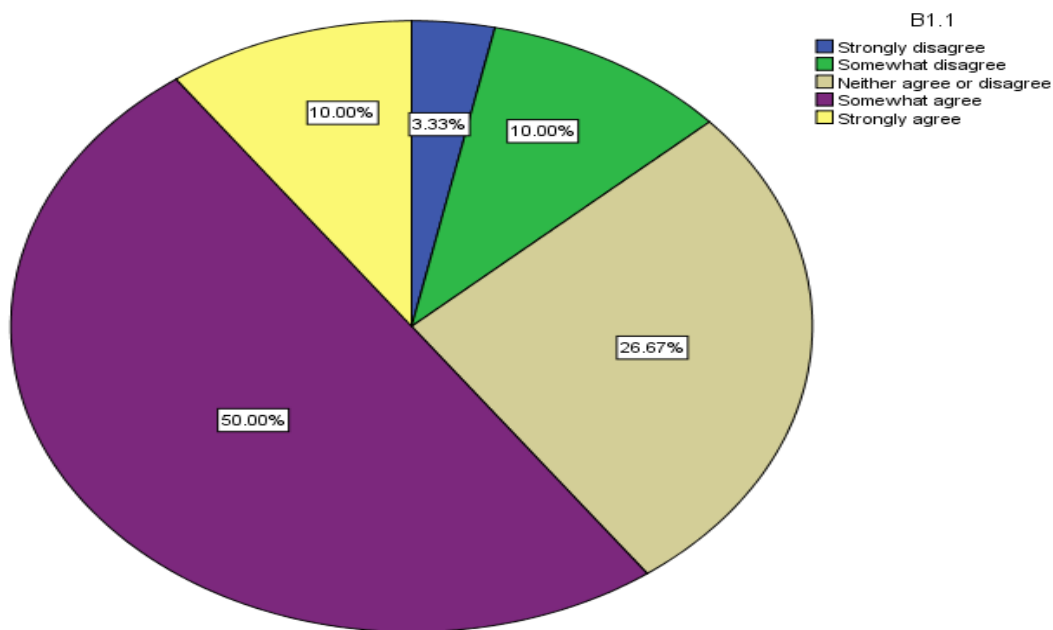
Responses from the questionnaires were used to assess the viewpoints of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District. The rate of recurrence indicate how many participants has chosen a particular answer; the percentage and the valid percentage indicate what percentage of the participants has chosen a specific answer and the cumulative percentage express the frequency distribution. Standard deviation tells us how close the scores are centred on the mean. The mean is also known as the average. A mean is the sum of all the scores divided by the number of scores. The mean is used to measure central tendency or centre of a score distribution generally (Muijs, 2004). When the scores are close to the mean, the standard deviation is small. When the scores are spread away from the mean, the standard deviation is large (Muijs, 2004). Thirty (30) questionnaires were disseminated to male and female secondary school principals who were selected and have knowledge and serve in secondary schools in the FBED. However there

were fewer lady respondents because more males hold the position of being principals in the secondary schools in the FBED.

4.2 Questions on support

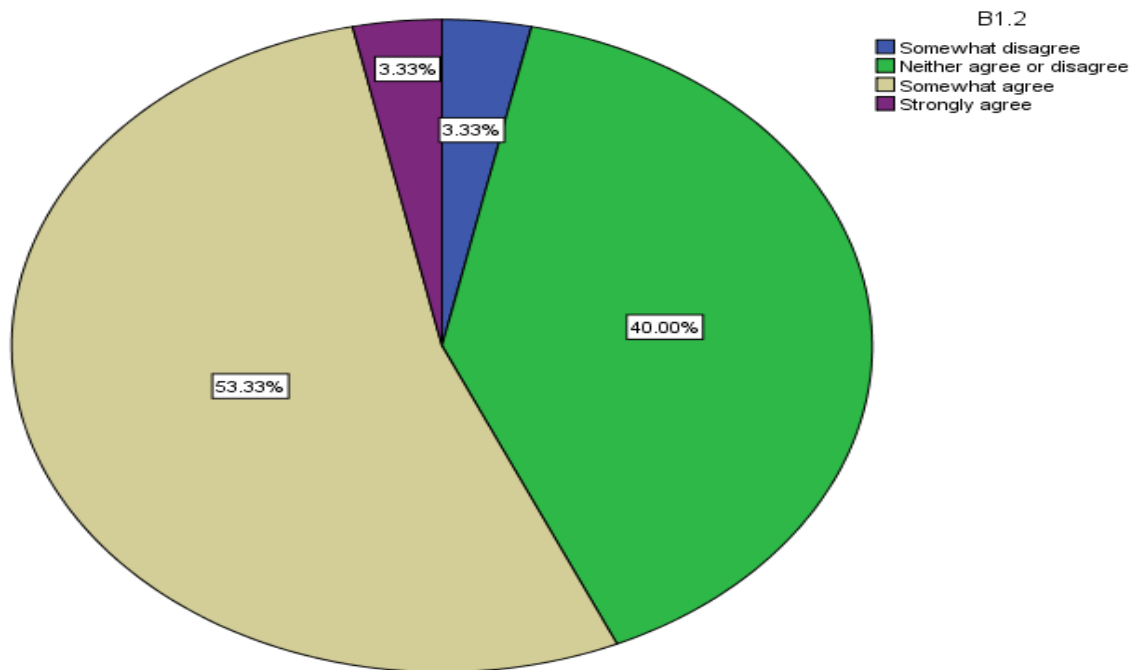
Statements in this section were answered based on whether principals received the necessary support from the FBED on the following:

Question B1.1 - To be able to lead the learners and guarantee that the school is a professional learning community



The findings in this investigation indicate that 50% of the respondents somewhat agree and that 10% strongly agree that secondary school principals get support to lead learners and guarantee that the school is a professional learning community. However 3.33% of the respondents strongly disagree; 10% somewhat disagree as opposed to the 26.67% of the respondents who neither agree nor disagree. The standard deviation of 0.94% indicates that the responses around the mean of 3.53% are not widely spread. From these outcomes, it is obvious that the majority of the respondents somewhat agree that they receive support from the FBED to lead learners and guarantee that the school is a professional learning community. Only a few of the respondents claimed not to be sure whether they had received support to lead learners and guarantee that the school is a professional learning community.

Question B1.2 – To be able to influence continuous development in curriculum implementation



3.33% of the participants somewhat disagree with the statement. 53.33% of the respondents somewhat agree. A further 3.33% of the participants agree with the statement. 40% of the participants recorded neither agree nor disagree. A standard deviation of 0.63% indicates that there is less dispersion of responses around the mean of 3.57%. The outcomes show noticeably that most of the secondary school principals somewhat agree with the above statement that they receive support to be able to influence continuous development in curriculum implementation. Only a few of them disagree with the statement.

Question B1.3 – Empower staff to become instructional leaders who share the accountability for achieving the mission, vision and goals that have been set

B1.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	7	23.3	23.3	26.7
Neither agree or disagree	5	16.7	16.7	43.3
Somewhat agree	17	56.7	56.7	100.0
Strongly agree	0	0	0	0
Total	30	100.0	100.0	

56.7% shows that respondents' somewhat agree with the statement on the questionnaire. 23.3% of the respondents somewhat disagree that they received support to empower staff to become instructional leaders who share the accountability for achieving the mission, vision and goals that have been set. 16.67% of the respondents recorded unsure. 3.3% of the respondents indicate strongly disagree. A standard deviation of 0.94% indicates that the dispersal of the responses is not far from the mean of 3.27%. It is clear from the information that most of the secondary school principals received support to empower teachers to become instructional leaders who share the accountability for achieving the mission, vision and goals that have been set.

Question B1.4 – Recognise good instructional practices that encourage and increase learner achievement, and encouraging educators to implement these practices

B1.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	7	23.3	23.3	26.7
Neither agree or disagree	8	26.7	26.7	53.3
Somewhat agree	11	36.7	36.7	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

10% of the respondents strongly agree with the statement and 36.7% somewhat agree with the statement. 26.7% of the respondents recorded neither agree nor disagree. 23.3% of the respondents somewhat disagree with the statement and 3.3% strongly disagree. A standard deviation of 1.05% indicates that the spread of responses around the mean of 3.27% is not consistent; therefore, it can be assumed that principals of secondary schools in the FBED receive support to recognise good instructional practices that encourage and increase learner achievement, and encourage educators to implement these practices.

Question B2.1 – Creating a school organisation where all staff members recognise that every learner must be supported

B2.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	3	10.0	10.0	10.0
Neither agree or disagree	10	33.3	33.3	43.3
Somewhat agree	15	50.0	50.0	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

It is obvious from the outcomes that 6.7% of the participants strongly agree that they receive support from the FBED related to creating a school organisation where all staff members recognise that every learner must be supported. 50% of the participants somewhat agree with the statement. Only 10% of the respondents somewhat disagree with the statement. 33.3% of the respondents neither agree nor disagree with the statement. A standard deviation of 0.78% indicates that the responses are more consistent. There is less dispersion of responses around the mean of 3.53%.

Question B2.2 – Developing a framework for constant improvement of all structures in the school

B2.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	3	10.0	10.0	13.3
Neither agree or disagree	7	23.3	23.3	36.7
Somewhat agree	17	56.7	56.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

56.7% somewhat agree that they receive support from the FBED in developing a framework for constant improvement of all structures in the school. 10% somewhat disagree with the statement, while 23.3% claimed to neither agree nor disagree. 6.7% strongly agree and 3.3% strongly disagree. A standard deviation of 0.90% indicates that there is less dispersion of values around the mean of 3.53%. From the evidence, secondary school principals make known that most of them receive support from the FBED in developing a framework for constant improvement of all structures in the school.

Question B2.3 – Creating circumstances that will prepare learners for the future

B2.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	6	20.0	20.0	23.3
Neither agree or disagree	8	26.7	26.7	50.0
Somewhat agree	14	46.7	46.7	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The findings show that only one (1) respondent strongly agree and only one (1) strongly disagree with the statement that secondary school principals receive support from the FBED in terms of creating circumstances that will prepare learners

for the future. 46.7% somewhat agree and 20% somewhat disagree with the statement. The percentage of respondents that neither agree nor disagree is 26.7%. A standard deviation of 0.94% shows that there is less dispersion of responses around the mean of 3.27%. The respondents are in agreement with the statement.

Question B2.4 – Keeping up to date with present-day developments in national education policy and schooling globally

B2.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	2	6.7	6.7	10.0
Neither agree or disagree	11	36.7	36.7	46.7
Somewhat agree	11	36.7	36.7	83.3
Strongly agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Question B2.4 reveals that only 16.7% of the participants strongly agree and 3.3% strongly disagree with the statement that they receive support with keeping up to date with present-day developments in national education policy and schooling globally. In addition, 36.7% of the participants somewhat agree and also neither agree nor disagree with the statement. Only 6.7% somewhat disagree with the statement. The standard deviation of 0.97% shows that the spread of responses around the mean of 3.57% is less spread. The participants are agreeing with the statement.

Question B3.1 – Creating an atmosphere of transparency in working towards shared goals

B3.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	2	6.7	6.7	10.0
Neither agree or disagree	5	16.7	16.7	26.7
Somewhat agree	18	60.0	60.0	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The findings in this investigation indicate that 13.3% of the participants strongly agree that secondary school principals get support to construct an atmosphere of transparency in working towards shared goals. However, 6.7 % of the respondents somewhat disagree as opposed to the 16.7% of the respondents who neither agree nor disagree. 60% somewhat agree and 3.3% strongly disagree. A standard deviation of 0.91% indicates that the replies are consistent around the mean of 3.73%. From these outcomes, it is obvious that the majority of the participants agree that they receive support from the FBED to create an atmosphere of transparency in working towards shared goals.

Question B3.2 – Maintaining high visibility throughout the school

B3.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	4	13.3	13.3	13.3
Neither agree or disagree	7	23.3	23.3	36.7
Somewhat agree	15	50.0	50.0	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

From the above findings on whether secondary school principals receive support from the FBED related to maintaining high visibility throughout the school, it is concluded that 13.3% of the participants strongly agree with the statement. Only

13.3% somewhat disagree with the statement and only 23.3% neither agree nor disagree with the statement. A further 13.3% strongly agree with the statement. A standard deviation of 0.89% around the mean of 3.63% shows that the participants agree with the statement.

Question B3.3 – Creating an atmosphere where continuous school enhancement planning is built into all school systems

B3.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	4	13.3	13.3	13.3
Neither agree or disagree	10	33.3	33.3	46.7
Somewhat agree	12	40.0	40.0	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

40% shows respondents somewhat agree on the questionnaire with regard to the mentioned statement. 13.3% of the respondents somewhat disagree that they receive support to create an atmosphere where continuous school enhancement planning is built into all school systems. 33.3% of the respondents recorded unsure. A further 13.3% strongly agree with the statement. A standard deviation of 0.90% indicates that the outcomes are consistent around the mean of 3.53%. From the evidence it is clear that majority of the secondary school principals have received support to create an atmosphere where continuous school enhancement planning is built into all school systems.

Question B3.4 – Creating a school as an establishment that is adaptable to transformation

B3.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	4	13.3	13.3	13.3
Neither agree or disagree	11	36.7	36.7	50.0
Somewhat agree	12	40.0	40.0	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

13.3% of the participants somewhat disagree with the statement. 40% of the participants somewhat agree; while 36.7% of the participants recorded neither agree nor disagree. 10% of the participants strongly agree with the statement. A standard deviation of 0.86% shows that there was a high cluster of responses around the mean of 3.47%. The outcomes show evidently that most of the secondary school principals agree with the statement that they receive support to create a school as an establishment that is adaptable to transformation.

Question B4.1 – To support the traditions, symbols, values and norms of the school community

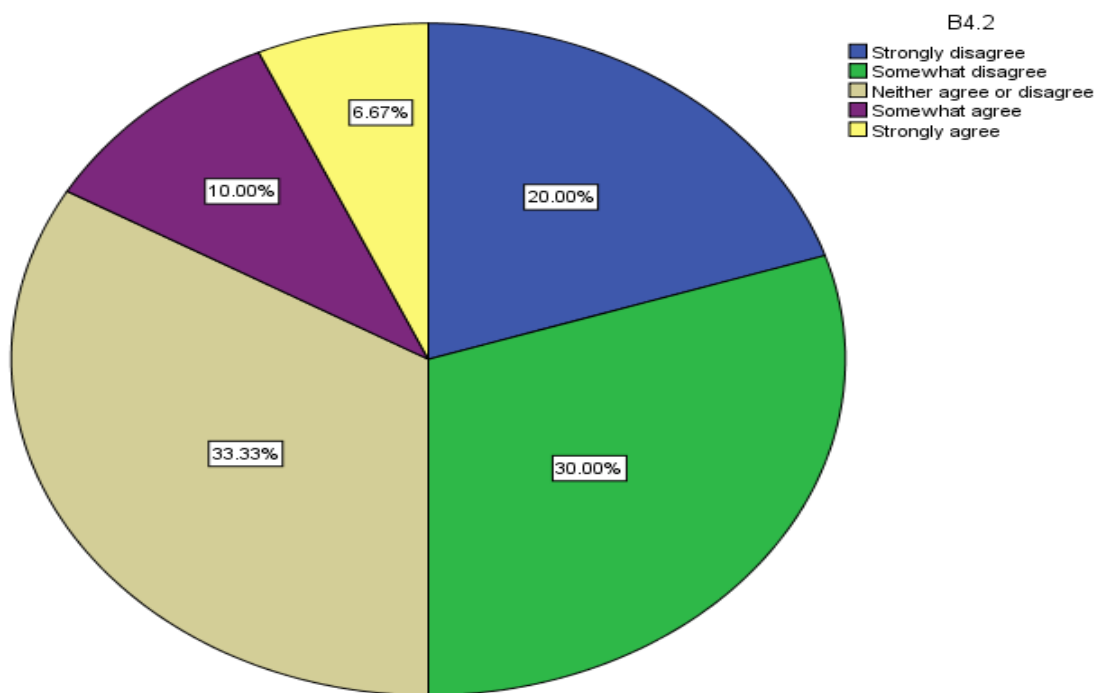
B4.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	4	13.3	13.3	13.3
Somewhat disagree	11	36.7	36.7	50.0
Neither agree or disagree	9	30.0	30.0	80.0
Somewhat agree	4	13.3	13.3	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

From the above findings on whether secondary school principals receive support from the FBED to support the traditions, symbols, values and norms of the school community, it is concluded that 36.7% of the participants somewhat disagree with the statement. Only 6.7% strongly agree with the statement and 30% neither agree

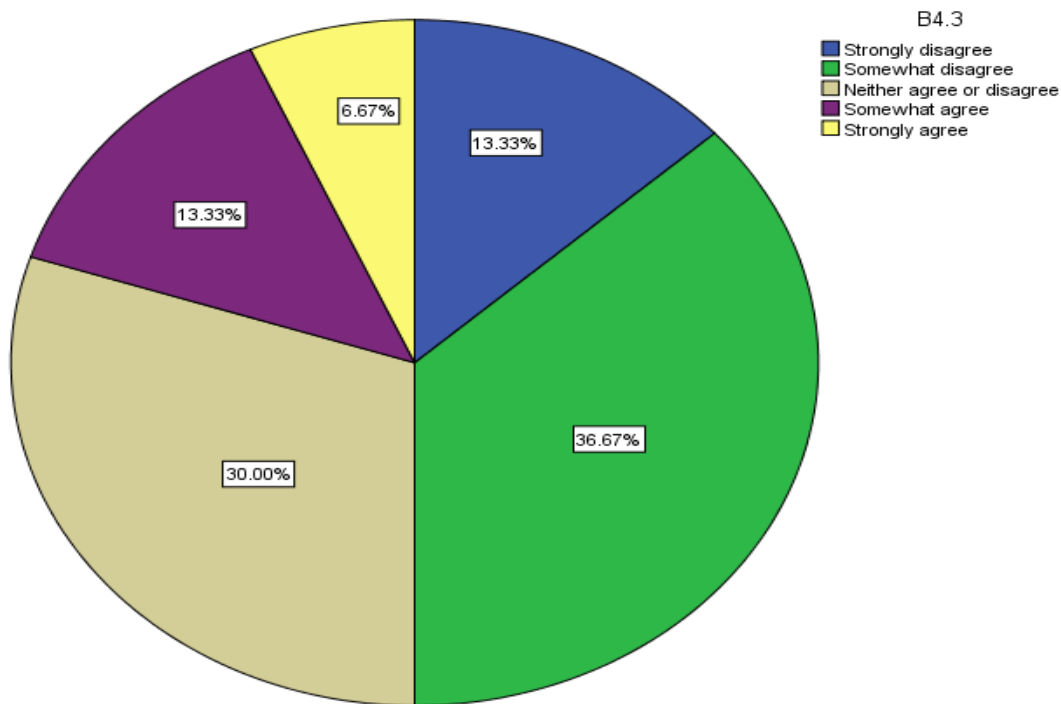
nor disagree with the statement. 13.3% strongly disagree and 13.3% somewhat agree with the statement. A standard deviation of 1.10% indicates that the replies around the mean of 2.63% are widely spread. From the information it is obvious that half of the participants indicated that they do not receive support from the FBED to support the traditions, symbols, values and norms of the school community.

Question B4.2 – To understand the school community and how to associate with the customs of the people who make up that community



The findings show that 20% of the respondents strongly disagree and only 6.67% strongly agree with the statement that secondary school principals receive support from the FBED to understand the school community and how to associate with the customs of the people who make up that community. 33.3% neither agree nor disagree. A further 30% somewhat disagree. The respondents are in agreement with the statement. A standard deviation of 1.14% shows that the spreading of responses around the mean of 2.53% is widely spread.

Question B4.3 – To embrace the diversity of values within the school



The findings in this investigation indicate that 6.67% of the respondents strongly agree that secondary school principals get support to embrace the diversity of values within the school. However, 36.67% of the respondents somewhat disagree as opposed to the 30% of the respondents who neither agree nor disagree. 13.33% strongly disagree and 13.33% somewhat agree with the statement. A standard deviation of 1.10% indicates that the answers were not that consistent around the mean of 2.63%. From these outcomes, it is obvious that the majority of the participants disagree that they receive support from the FBED to embrace the diversity of cultures within the school.

Question B4.4 – To ensure that policies on religion and language are followed

B4.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	7	23.3	23.3	33.3
Neither agree or disagree	11	36.7	36.7	70.0
Somewhat agree	6	20.0	20.0	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the output it is concluded that 23.3% somewhat disagree and 10% strongly disagree with the statement that secondary school principals in the FBED receive support regarding the adherence to policies on religion and language. The rest of the respondents, 36.7% neither agree nor disagree with the statement. 20% somewhat agree and 10% strongly agree with the statement. A standard deviation of 1.13% shows that the responses were not that consistent around the mean of 2.97%. It can thus be concluded that the respondents are not sure whether they receive support regarding the adherence to policies on religion and language.

Question B5.1 – Obey and implement national policies and provincial mandates

B5.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	2	6.7	6.7	6.7
Neither agree or disagree	2	6.7	6.7	13.3
Somewhat agree	11	36.7	36.7	50.0
Strongly agree	15	50.0	50.0	100.0
Total	30	100.0	100.0	

The findings in this investigation show that 36.7% of the participants somewhat agree and a further 50% strongly agree that secondary school principals get support from the FBED to obey and implement national policies and provincial mandates. However, only 6.7% of the respondents somewhat disagree and also neither agree nor disagree with the statement. With a mean of 4.3% and a standard deviation of 0.87% it indicates that there is not much of a deviation in the responses. From these outcomes, it is obvious that the majority of the participants agree that they receive support from the FBED to obey and implement national policies and provincial mandates.

Question B5.2 – Take charge and be accountable in all matters concerning the school

B5.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	0	0	0	0
Neither agree or disagree	4	13.3	13.3	13.3
Somewhat agree	14	46.7	46.7	60.0
Strongly agree	12	40.0	40.0	100.0
Total	30	100.0	100.0	

46.7% of the participants somewhat agree and 40% strongly agree with the statement; only 13.3% neither agree nor disagree with the statement. With a mean of 4.27% and a standard deviation of 0.69% it indicates that there was not much of a deviation in the responses. Out of the data presented, it can be assumed that principals of secondary schools in the FBED receive support to take charge and be accountable in all matters concerning the school.

Question B5.3 – Take charge for a safe, secure and disciplined school atmosphere

B5.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	3	10.0	10.0	13.3
Neither agree or disagree	6	20.0	20.0	33.3
Somewhat agree	14	46.7	46.7	80.0
Strongly agree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

The above findings indicate that 46.7% of the participants somewhat agree with the statement and 3.3% of the respondents strongly disagree with the statement. The respondents who neither agree nor disagree with the statement are 20%. A further 20% strongly agree and 10% somewhat disagree. A standard deviation of 1.02% indicates that the replies are widely spread from the mean of 3.7%. The results

indicate that the majority of participants agree that secondary school principals receive support from the FBED regarding taking charge for a safe, secure and disciplined school atmosphere.

Question B5.4 – Making sure that the standards and values of the school are set out clearly and that each person involved with the school knows them

B5.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	4	13.3	13.3	13.3
Neither agree or disagree	4	13.3	13.3	26.7
Somewhat agree	18	60.0	60.0	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The above outcome indicates the strongly affirmative responses on the statement show a total of 13.3% whilst the somewhat negative responses only show 13.3%. Those respondents who indicated neither agree nor disagree are also 13.3%. 60% of the respondents indicate a somewhat agree response. A standard deviation of 0.87% indicates that the responses cluster closely together around the mean of 3.73%. The results show that the majority of respondents agree that secondary school principals receive support from the FBED in order to make sure that the standards and values of the school are set out clearly and that each person involved with the school knows them.

Question B6.1 – Financial and budgetary preparation and management, as well as the means of more specific supplementary income generation relative to the planned financial and budgetary plans

B6.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	3	10.0	10.0	16.7
Neither agree or disagree	1	3.3	3.3	20.0
Somewhat agree	21	70.0	70.0	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

The findings in this investigation indicate that 70% of the respondents somewhat agree that secondary school principals get support in terms of financial and budgetary preparation and management, as well as the means of more specific supplementary income generation relative to the planned financial and budgetary plans. However, 6.7% of the respondents strongly disagree as opposed to the 3.3% of the participants who neither agree nor disagree. 10% of the participants strongly agree and 10% somewhat disagree with the statement. From these outcomes, it is obvious that the majority of the participants agree with the statement. A standard deviation of 1.03% shows that the responses were not consistent around the mean of 3.67%.

Question B6.2 – Processes and good practice for the acquisition, maintenance and management of all school resources

B6.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	2	6.7	6.7	6.7
Neither agree or disagree	9	30.0	30.0	36.7
Somewhat agree	18	60.0	60.0	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

60% shows respondents who somewhat agree on the questionnaire with regard to the mentioned statement. 6.7% of the respondents somewhat disagree that they receive support related to processes and good practice for the acquisition, maintenance and management of all school resources. 30% of the respondents recorded unsure. 3.3% of the respondents strongly agree. A standard deviation of 0.67% shows a consistent response around the mean of 3.6%. From the evidence it is clear that majority of the secondary school principals received support related to processes and good practice for the acquisition, maintenance and management of all school resources.

Question B6.3 – Managing the school’s financial and physical resources efficiently and effectively in accord with departmental and SGB guidelines to achieve educational priorities and objectives

B6.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	1	3.3	3.3	6.7
Neither agree or disagree	8	26.7	26.7	33.3
Somewhat agree	16	53.3	53.3	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

From the above findings on whether secondary school principals receive support from the FBED related to the management of the school’s financial and physical resources in accord with departmental and SGB guidelines to achieve educational priorities and objectives, it is concluded that 53.3% of the participants somewhat agree with the statement. Only 3.3% strongly disagree and 3.3% somewhat disagree with the statement; only 26.7% neither agree nor disagree with the statement. 13.3% strongly agree with the statement. A standard deviation of 0.88% shows that there was a high cluster of responses around the mean of 3.7%. The majority of the participants agree with the statement.

Question B6.4 – Organising and managing the setting of the school to make sure that it supports the teaching and learning requirements of the school and meets health and safety guidelines

B6.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	3	10.0	10.0	10.0
Neither agree or disagree	12	40.0	40.0	50.0
Somewhat agree	13	43.3	43.3	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

43.3% of the respondents somewhat agree with the statement and merely 10% somewhat disagree with the statement. 40% of the participants recorded neither agree nor disagree. 6.67% strongly agree with the statement. A standard deviation of 0.78% shows a close spread of replies around the mean of 3.47%. From the information presented, it can be assumed that leaders of secondary schools in the FBED receive support in order to organise and manage the setting of the school to make sure that it supports the teaching and learning requirements of the school and meets health and safety guidelines.

Question B7.1 – Develop and implement procedures and systems supporting awareness and accountability

B7.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	2	6.7	6.7	10.0
Neither agree or disagree	4	13.3	13.3	23.3
Somewhat agree	19	63.3	63.3	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The findings in this investigation show that 63.3% of the participants somewhat agree that secondary school principals get support from the FBED to develop and

implement procedures and systems supporting awareness and accountability. However, 6.7% of the participants somewhat disagree and 13.3% neither agree nor disagree with the statement. A further 3.3% strongly disagree and 13.3% strongly agree with the statement. A standard deviation of 0.90% indicates that the replies are consistent round the mean of 3.77%. From these outcomes, it is obvious that most of the participants agree that they receive support from the FBED to develop and implement procedures and systems supporting awareness and accountability.

Question B7.2 – Develop mechanisms for the gathering and use of data and other evidence to monitor, assess and advance school performance across all facets of its operation

B7.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	3	10.0	10.0	10.0
Neither agree or disagree	2	6.7	6.7	16.7
Somewhat agree	18	60.0	60.0	76.7
Strongly agree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

In this table the majority, 60% of principals somewhat agree that they receive support from the FBED on developing mechanisms for the gathering and use of data and other evidence to monitor, assess and advance school performance across all facets of its operation. 10% of the participants somewhat disagree with the statement and 6.7% neither agree nor disagree. A further 23.3% strongly agree with the statement. A standard deviation of 0.85% shows consistent replies from respondents around the mean of 3.97%. There is less dispersion of responses around the mean.

Question B7.3 – Inspire the development and upkeep of an ethos of collective obligation for assuring quality and accountability within the school’s community

B7.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	2	6.7	6.7	10.0
Neither agree or disagree	14	46.7	46.7	56.7
Somewhat agree	12	40.0	40.0	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

40% of the respondents somewhat agree with the statement and only 6.7% somewhat disagree, 46.7% of the respondents recorded neither agree nor disagree. 3.3% of the respondents strongly disagree and strongly agree with the statement. From the numbers, it can be assumed that leaders of secondary schools in the FBED are not clear about whether they receive support on inspiring the development and upkeep of an ethos of collective obligation for assuring quality and accountability within the school’s community. The standard deviation of 0.80% indicates that the replies cluster together around the mean of 3.33%.

Question B7.4 – To work with the SMT and SGB to guarantee that quality teaching and learning materialise at school

B7.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	2	6.7	6.7	6.7
Neither agree or disagree	9	30.0	30.0	36.7
Somewhat agree	12	40.0	40.0	76.7
Strongly agree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

As indicated in the table, 23.3% of principals’ strongly agree that they receive support from the FBED in order to work with the SMT and SGB to guarantee that

quality teaching and learning materialise at school. The respondents who somewhat disagree are 6.7% and those who neither agree nor disagree are 30%. 40% of the respondents responded that they somewhat agree. A normal deviation of 0.89% indicates that the replies around the mean of 3.8% are consistent. There is less dispersion of responses around the mean.

Question B8.1 – Providing information, guidance and support concerning the conditions of service of personnel

B8.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	2	6.7	6.7	10.0
Neither agree or disagree	5	16.7	16.7	26.7
Somewhat agree	12	40.0	40.0	66.7
Strongly agree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

The findings in this investigation show that 33.3% of the participants strongly approve with the statement. However, 6.7% of the participants somewhat disagree as opposed to the 16.7% of the participants who neither agree nor disagree. 40% of the respondents somewhat agree with the statement and 3.3% strongly disagree. The normal deviation of 1.05% indicates that the responses around the mean of 3.93% were not consistent. It is evident from the findings that the majority of the participants agree that they receive support from the FBED in terms of providing information, guidance and support concerning the conditions of service of personnel.

Question B8.2 – Providing advice on how to solve problems regarding conditions of service

B8.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	5	16.7	16.7	23.3
Neither agree or disagree	7	23.3	23.3	46.7
Somewhat agree	13	43.3	43.3	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

The outcome of the responses on the statement shows 43.3% of the participants somewhat agree whilst 10% strongly agree. Those participants who do not agree nor disagree are 23.3%. 16.7% somewhat disagree and 6.7% strongly disagree. A normal deviation of 1.09% shows that the replies are widely spread around the mean of 3.33%. The results indicate that the majority of respondents agree that secondary school principals receive support from the FBED in order to provide advice on how to solve problems regarding conditions of service.

Question B8.3 – Providing information on how to manage any grievances regarding the conditions of service and difficulties experienced

B8.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	5	16.7	16.7	26.7
Neither agree or disagree	10	33.3	33.3	60.0
Somewhat agree	9	30.0	30.0	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

The findings show that 16.7% of the respondents somewhat disagree and 30% somewhat agree with the statement that school principals be given support from the FBED to provide information on how to manage any grievances regarding the conditions of service and difficulties experienced. 33.3% neither agree nor disagree.

10% strongly disagree and 10% strongly agree with the statement. A normal deviation of 1.14% shows that there was a deviation in the replies around the mean of 3.13%.

Question B8.4 – Providing information on how to enable parent-educator meetings to discuss learner improvement and needs concerning learner performance

B8.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	9	30.0	30.0	36.7
Neither agree or disagree	10	33.3	33.3	70.0
Somewhat agree	5	16.7	16.7	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The outcome of the somewhat agree responses on the statement shows a total of 16.7% whilst the strongly agree responses show 13.7%. Those participants who indicated neither agree nor disagree are 33.3%. 30% somewhat disagree and 6.7% strongly disagree with the statement. A normal deviation of 1.14% shows that there was a deviation in the replies around the mean of 3%. The results indicate that the majority of the participants disagree with the statement that secondary school principals receive support from the FBED on how to enable parent-educator meetings to discuss learner improvement and needs concerning learner performance.

Question B9.1 – Encouraging the involvement of parents in extramural activities

B9.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	5	16.7	16.7	16.7
Somewhat disagree	15	50.0	50.0	66.7
Neither agree or disagree	6	20.0	20.0	86.7
Somewhat agree	3	10.0	10.0	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The findings in this investigation show that 16.7% of the respondents strongly disagree with the statement. However, 3.3% of the respondents strongly agree as opposed to 20% of the participants who neither agree nor disagree. 50% of the participants somewhat disagree and only 10% somewhat agree. A normal deviation of 0.99% shows that the values are more consistent round the mean of 2.33%. From these outcomes, it is obvious that the majority of the participants disagree that they receive support from the FBED in terms of encouraging the involvement of parents in extramural activities.

Question B9.2 – Promoting diverse sporting codes and indigenous games

B9.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	12	40.0	40.0	50.0
Neither agree or disagree	9	30.0	30.0	80.0
Somewhat agree	4	13.3	13.3	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The findings in this investigation indicate that 40% of the participants somewhat disagree with the statement. However, 13.3% of the participants somewhat agree as opposed to the 30% of the participants who neither agree nor disagree. 10% of the participants strongly disagree and 6.7% strongly agree. A normal deviation of 1.06%

indicates that the spread of replies round the mean of 2.67% is wide. The findings indicate that the majority of the participants disagree that they receive support from the FBED in order to promote diverse sporting codes and indigenous games.

Question B9.3 – Establishing partnerships with clubs and professional sporting bodies

B9.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	4	13.3	13.3	13.3
Somewhat disagree	17	56.7	56.7	70.0
Neither agree or disagree	7	23.3	23.3	93.3
Somewhat agree	2	6.7	6.7	100.0
Strongly agree	0	0	0	0
Total	30	100.0	100.0	

Only 6.7% shows that respondents somewhat agree regard to the mentioned statement. 56.7% of the respondents somewhat disagree that they received support to create partnerships with clubs and sporting bodies. 23.3% of the respondents recorded unsure. 13.3% of the respondents responded that they strongly disagree. A normal deviation of 0.77% indicates that the replies were consistent round the mean of 2.23%. There is less dispersion of responses around the mean. The above information indicates that most of the high school principals do not receive support to create partnerships with clubs and sporting bodies.

Question B9.4 – Ensuring Physical Education are provided for in the timetable

B9.4

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	4	13.3	13.3	20.0
Neither agree or disagree	6	20.0	20.0	40.0
Somewhat agree	5	16.7	16.7	56.7
Strongly agree	13	43.3	43.3	100.0
Total	30	100.0	100.0	

The above finding indicates that 43.3% of the participants strongly agree with the statement and 16.7% of the participants somewhat agree with the statement. The participants who neither agrees nor disagrees with the statement are 20%. 13.3% of the participants somewhat disagree and 6.7% strongly disagree. A normal deviation of 1.33% indicates that the spreading of replies round the mean of 3.77% is wide. There is more dispersion of replies around the mean. The results give an suggestion that the majority of participants agree that secondary school principals receive support from the FBED in ensuring that Physical Education are provided for in the timetable.

Question B10.1 – Encouraging the improvement of shared leadership, involvement in decision-making, teamwork as well as other constructive working relations

B10.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	1	3.3	3.3	13.3
Neither agree or disagree	11	36.7	36.7	50.0
Somewhat agree	13	43.3	43.3	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

43.3% of the participants somewhat agree with the statement. 10% of the participants strongly disagree, while 36.7% of the participants recorded neither agree nor disagree. 6.7% strongly agree and 10% strongly disagree. A normal deviation of 1.03% shows that the replies are widely spread around the mean of 3.33%. The results show evidently that the majority of the high school principals approve with the above statement that they receive support in order to encourage the improvement of shared leadership, involvement in decision-making, teamwork as well as other working relations.

Question B10.2 – Increase and maintain effective practices for personnel practises such as orientation, performance management and specialised development

B10.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	2	6.7	6.7	10.0
Neither agree or disagree	11	36.7	36.7	46.7
Somewhat agree	14	46.7	46.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The findings in this investigation show that 46.7% of the participants somewhat agree that secondary school principals get support to increase and maintain effective practices for personnel practises, such as orientation, performance management and specialised development. However 6.7% of the participants somewhat disagree as opposed to the 36.7% of the participants who neither agree nor disagree. A further 6.7% strongly agree and 3.3% strongly disagree. A normal deviation of 0.86% shows consistent replies from participants around the mean of 3.47%. There is less dispersion of responses around the mean. The findings indicate that the majority of the participants agree with the statement.

Question B10.3 – Ensuring fairness in the allocation of work and the delegation of duties

B10.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	5	16.7	16.7	23.3
Neither agree or disagree	12	40.0	40.0	63.3
Somewhat agree	10	33.3	33.3	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The findings show that 33.3% of the participants somewhat agree and only 16.7% somewhat disagree with the statement that secondary school principals be given support from the FBED in order to ensure fairness in the allocation of work and the delegation of duties. 40% of the participants neither approve nor differ with the statement. 6.7% strongly disagree and 3.3% strongly agree. A normal deviation of 0.96% indicates that the responses cluster together round the mean of 3.1%.

Question B10.4 – Providing opportunities for, and encouraging engagement in, the continuing professional improvement of everybody employed at the school

B10.4

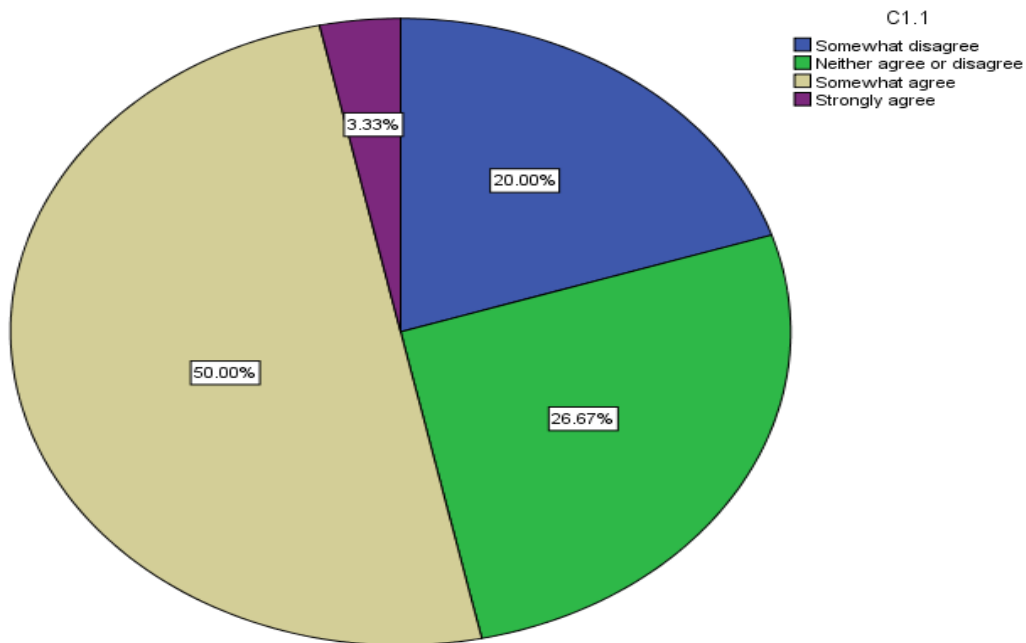
	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	5	16.7	16.7	20.0
Neither agree or disagree	13	43.3	43.3	63.3
Somewhat agree	10	33.3	33.3	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

It is obvious from the outcomes that the majority of the participants 43.3% neither agree nor disagree that they receive support from the FBED related to providing opportunities for, and encouraging participation in, the continuing professional improvement of everybody employed at the school. Only 16.7% of the participants somewhat differ with the statement, while 33.3% somewhat approve the statement. 3.3% strongly differ and 3.3% strongly approve. A normal deviation of 0.87% indicates that the replies round the mean of 3.17% are consistent. There is less dispersion of responses around the mean.

4.3 Questions on development

Statements in this section were answered based on whether principals receive the necessary development opportunities from the FBED on the following:

Question C1.1 – Promoting plans to inspire high expectations and to set inspiring targets for realisation



The result shows a high percentage of 50% of respondents who somewhat agree on the statement. 20% of the respondents are somewhat disagreeing and 26.7% of participants neither approve nor differ that secondary school principals in the FBED receive development on promoting plans to inspire high expectations and to set inspiring targets for realisation. 3.33% of respondents strongly agree with the statement. A normal deviation of 0.85% shows that there is less dispersion of responses around the mean of 3.4%.

Question C1.2 – Encouraging continuing discussion amongst staff on the improvement of teaching and learning in the school

C1.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	5	16.7	16.7	20.0
Neither agree or disagree	14	46.7	46.7	66.7
Somewhat agree	8	26.7	26.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The data show that 26.7% of respondents somewhat agree with the statement and that 16.7% of the respondents somewhat disagree with the statement. 46.7% of the respondents neither agree nor disagree that secondary school principals in the FBED receive development opportunities to encourage continuing discussion amongst staff on the improvement of teaching and learning in the school. 6.7% of the respondents strongly agree and 3.3% strongly disagree. A normal deviation of 0.91% shows a high cluster of responses around the mean of 3.2%.

Question C1.3 – Ensuring that teachers have opportunities to access specialised development to develop their teaching

C1.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	4	13.3	13.3	16.7
Neither agree or disagree	13	43.3	43.3	60.0
Somewhat agree	10	33.3	33.3	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The results from this statement indicate that 33.3% of the participants somewhat agree. However, 13.3% of the participants somewhat differ and 43.3% neither approve nor differ with the statement. 6.7% of the respondents strongly agree and 3.3% strongly disagree. A normal deviation of 0.91% shows that there is a high cluster of responses around the mean of 3.3%. From these findings, it is obvious that most of the participants are not sure whether they receive development from the FBED to ensure that teachers have opportunities to quality professional development in order to develop their teaching.

Question C2.1 – Ensuring the vision and mission of the school is understood and acted upon by the school community

C2.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	4	13.3	13.3	23.3
Neither agree or disagree	13	43.3	43.3	66.7
Somewhat agree	8	26.7	26.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The results from this statement indicate that 26.7% of the participants somewhat agree. However 13.3% of the participants somewhat differ and 43.3% neither approve nor differ with the statement. 10% strongly disagree and 6.7% strongly agree. A normal deviation of 1.05% tells us that there was a substantial deviation in the responses around the mean of 3.1%. It is obvious that the majority of the participants are not sure whether they receive development from the FBED to ensure that the vision and mission of the school is understood and acted upon by the school community.

Question C2.2 – Make sure that school policies is developed and applied with due respect to educational law and policy

C2.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	5	16.7	16.7	20.0
Neither agree or disagree	7	23.3	23.3	43.3
Somewhat agree	13	43.3	43.3	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The result displays that 43.3% of the participants somewhat agree with the statement. 16.7% of the respondents are somewhat disagreeing and 23.3% of the participants neither approve nor differ with the statement. 13.3% strongly agree and

3.3% strongly disagree. A standard deviation of 1.04% tells us that there was quite a large deviation in the responses around the mean of 3.5%. The results display that secondary school leaders in the FBED agree that they receive development to make sure that school policies is developed and applied with due respect to educational law and policy.

Question C2.3 – Ensuring that the planning processes takes into consideration the values and diversity of the school and its broader community

C2.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	4	13.3	13.3	20.0
Neither agree or disagree	13	43.3	43.3	63.3
Somewhat agree	10	33.3	33.3	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

It is obvious from the outcomes that most of the participants, 43.3% neither agree nor disagree that they receive development from the FBED in order to ensure that the planning processes takes into consideration values and diversity of the school and its broader community. Only 13.3% of the participants somewhat differ with the statement however 33.3% somewhat approve with the statement. 6.7% of the participants strongly differ and 3.3% strongly approve. A normal deviation of 0.94% shows that there is an extraordinary cluster of responses around the mean of 3.1%.

Question C3.1 – Encouraging the development of an ethos of shared accountability in pledging quality within the school's community

C3.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	5	16.7	16.7	23.3
Neither agree or disagree	10	33.3	33.3	56.7
Somewhat agree	12	40.0	40.0	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The findings show that 40% of the participants somewhat approve and 16.7% somewhat differ with the statement that secondary school principals receive development in terms of encouraging the development of an ethos of shared accountability in pledging quality within the school's community from the FBED. 33.3% neither agree nor disagree. 6.7% strongly disagree and 3.3% strongly agree with the statement. A normal deviation of 0.99% shows that there is an extraordinary cluster of responses around the mean of 3.2%.

Question C3.2 – Ensuring that the members of the school's community have an understanding of their individual accountabilities and their responsibilities

C3.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	6	20.0	20.0	26.7
Neither agree or disagree	12	40.0	40.0	66.7
Somewhat agree	8	26.7	26.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The result shows a percentage of 26.7% somewhat agree amongst respondents on the statement. 20% of the participants are somewhat in disagreement and 40% of the participants neither agree nor differ. 6.7% of the participants both strongly disagree and strongly agree. A normal deviation of 1.01% shows that the deviation in

the replies is about 3.1% around the mean. The results show that secondary school principals in the FBED are not sure whether they receive development opportunities to ensure that the members of the school's community have an understanding of their individual accountabilities and their responsibilities.

Question C3.3 – Ensuring that performance management systems (IQMS & EPMDs) are understood and managed effectively

C3.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	2	6.7	6.7	10.0
Neither agree or disagree	7	23.3	23.3	33.3
Somewhat agree	10	33.3	33.3	66.7
Strongly agree	10	33.3	33.3	100.0
Total	30	100.0	100.0	

The result displays that 33.3% of the respondents strongly agree with the statement. 6.7% of the respondents are somewhat disagreeing and 23.3% of the participants neither approve nor disagree. 33.3% of the respondents are strongly agreeing and 3.3% are strongly disagreeing. A normal deviation of 1.07% shows that the scores remain widely spread around the mean of 3.9%. Results show that secondary school principals in the FBED agree that they receive development to ensure that performance management systems (IQMS & EPMDs) are understood and managed effectively.

Question C4.1 – Provision of sincere opportunities to take part in shared leadership and share in decision-making

C4.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	7	23.3	23.3	30.0
Neither agree or disagree	10	33.3	33.3	63.3
Somewhat agree	10	33.3	33.3	96.7
Strongly agree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The findings show that 33.3% of the participants somewhat agree that secondary school principals get development to provide sincere opportunities to take part in shared leadership and share in decision-making. However, 23.3% of the participants somewhat disagree as opposed to the 33.3% of the participants who neither approve nor differ. 6.7% strongly disagree and 3.3% strongly agree. A normal deviation of 1.01% shows that the replies are widely spread around the mean of 3%.

Question C4.2 – The reassurance of appropriate continuous professional development prospects

C4.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	6	20.0	20.0	26.7
Neither agree or disagree	10	33.3	33.3	60.0
Somewhat agree	9	30.0	30.0	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

30% of the participants somewhat agree with the statement. 20% of the participants somewhat differ, though 33.3% of the participants recorded neither agree nor disagree. 6.7% strongly disagree and 10% strongly agree. A normal deviation of 1.09% shows that the replies are widely spread around the mean of 3.2%. The outcomes show visibly that most of the secondary school leaders approve the

statement that they receive development opportunities and are encouraged to get involved in appropriate continuous professional development prospects.

Question C4.3 – Encouragement of methods in which inspiration, self-esteem and work satisfaction might be improved

C4.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	7	23.3	23.3	33.3
Neither agree or disagree	12	40.0	40.0	73.3
Somewhat agree	6	20.0	20.0	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The findings in this investigation show that 20% of the participants somewhat approve that secondary school principals get development opportunities to encourage methods in which inspiration, self-esteem and work satisfaction might be improved. However, 23.3% of the respondents somewhat disagree as opposed to the 40% of the participants who neither approve nor differ. 10% somewhat disagree and 6.7% strongly agree. A normal deviation of 1.06% indicates that the replies are widely spread round the mean of 2.9%. It is obvious that the majority of the participants neither approve nor differ.

Question C5.1 – Providing measures for the effective provision and placement of human, financial and physical resources, including procurement processes, in search of the school's educational importance

C5.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	5	16.7	16.7	23.3
Neither agree or disagree	5	16.7	16.7	40.0
Somewhat agree	11	36.7	36.7	76.7
Strongly agree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

From the output it is concluded that 16.7% somewhat disagree and 36.7% somewhat agree with the statement that secondary school principals in the FBED receive development opportunities in providing measures for the effective provision and placement of human, financial and physical resources, including procurement processes, in search of the schools' educational importance. 16.7% neither approve nor differ whilst 6.7% strongly disagree and 23.3% strongly agree. A normal deviation of 1.22% shows that the replies are extensively spread round the mean of 3.5%.

Question C5.2 – Providing measures for the procurement, upkeep and management of school resources

C5.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	4	13.3	13.3	20.0
Neither agree or disagree	11	36.7	36.7	56.7
Somewhat agree	9	30.0	30.0	86.7
Strongly agree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

From the above findings on whether secondary school principals receive development opportunities from the FBED related to providing measures for the procurement, upkeep and management of school resources, it is concluded that 30% of the participants somewhat agree with the statement. 13.3% somewhat disagree with the statement and 36.7% neither approve nor differ. 6.7% strongly disagree and 13.3% strongly agree. A normal deviation of 1.09% indicates that the replies are extensively spread round the mean of 3.3%.

Question C5.3 – Monitoring, evaluating and reviewing the quality and use of resources to make sure that continuing improvement of the quality of instruction and learning happen

C5.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	4	13.3	13.3	13.3
Somewhat disagree	5	16.7	16.7	30.0
Neither agree or disagree	11	36.7	36.7	66.7
Somewhat agree	8	26.7	26.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The outcome indicates that the somewhat agree responses on the statement show a total of 26.7%, whilst the somewhat disagree responses show only 16.7%. Those participants who indicate that they neither approve nor differ are 36.7%. 13.3% strongly disagree and 6.7% strongly agree. A normal deviation of 1.13% shows that the replies are widely spread around the mean of 3%. Results indicate that the majority of respondents neither agree nor disagree that secondary school principals receive development opportunities from the FBED in monitoring, evaluating and reviewing the quality and use of resources to make sure that continuing improvement of the quality of instruction and learning happen.

Question C6.1 – Providing initiatives on how to access the variety of resources which are accessible in the broader community

C6.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	4	13.3	13.3	13.3
Somewhat disagree	15	50.0	50.0	63.3
Neither agree or disagree	5	16.7	16.7	80.0
Somewhat agree	6	20.0	20.0	100.0
Strongly agree	0	0	0	0
Total	30	100.0	100.0	

The outcome indicates that the somewhat agree responses on the statement show a total of 20%, whilst the somewhat disagree responses show 50%. Those respondents who indicated neither agree nor disagree are 16.7%. 13.3% of the respondents strongly disagree. A normal deviation of 0.97% indicates that there is less thinning out of responses around the mean of 2.4%. The outcomes show that the majority of participants disagree that secondary school principals receive development opportunities from the FBED in providing initiatives on how to access the variety of resources which are accessible in the broader community.

Question C6.2 – Sharing best practices on actual partnerships for real support and resource management with other schools around the community

C6.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	11	36.7	36.7	46.7
Neither agree or disagree	8	26.7	26.7	73.3
Somewhat agree	8	26.7	26.7	100.0
Strongly agree	0	0	0	0
Total	30	100.0	100.0	

The findings in this investigation indicate that 26.7% of the participants somewhat agree with the statement. However, 36.7% of the participants somewhat differ and 26.7% neither agree nor disagree. 10% strongly disagree with the statement. A normal deviation of 0.99% shows less dispersion of responses around the mean of 2.7%. It is obvious that the majority of the participant disagree that they receive development opportunities from the FBED to share best practices on actual partnerships for real support and resource management with other schools around the community.

Question C6.3 – Providing means of communication amongst the school and the community, encouraging important home-school interactions

C6.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	8	26.7	26.7	36.7
Neither agree or disagree	9	30.0	30.0	66.7
Somewhat agree	8	26.7	26.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The above finding indicates that 26.7% of the participants somewhat agree with the statement and 26.7% somewhat differ. The respondents who neither approve nor differ are 30%. 10% strongly disagree and 6.7% strongly agree. A normal deviation of 1.11% shows that the replies are widely spread around the mean of 2.9%. The result gives a suggestion that the majority of participants disagree that secondary school principals receive development opportunities from the FBED in providing means of communication amongst the school and the community, encouraging important home-school interactions.

Question C7.1 – Ensuring that departmental processes are adhered to during the advertising as well as the filling of vacancies

C7.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	0	0	0	0
Somewhat disagree	1	3.3	3.3	3.3
Neither agree or disagree	3	10.0	10.0	13.3
Somewhat agree	6	20.0	20.0	33.3
Strongly agree	20	66.7	66.7	100.0
Total	30	100.0	100.0	

The findings show that only 3.3% of the respondents somewhat disagree and 66.7% strongly agree with the statement that secondary school leaders are given development opportunities from the FBED in ensuring that departmental processes

are adhered to during the advertising as well as the filling of vacancies. Only 10% neither agree nor disagree. 20% somewhat agree. A normal deviation of 0.82% shows less dispersion of responses around the mean of 4.5%.

Question C7.2 – Ensuring that the school’s policies and practices are thoughtful of local circumstances; reveal national and provincial guidelines, and be in line with South Africa’s constitution

C7.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	3.3	3.3	3.3
Somewhat disagree	1	3.3	3.3	6.7
Neither agree or disagree	3	10.0	10.0	16.7
Somewhat agree	6	20.0	20.0	36.7
Strongly agree	19	63.3	63.3	100.0
Total	30	100.0	100.0	

The result shows a high percentage of 63.3% that strongly agree with the statement. 3.3% of the respondents are somewhat disagreeing and 10% of participants neither approve nor differ that secondary school principals in the FBED receive development opportunities on ensuring that the school’s policies and practices are thoughtful of local circumstances; reveal national and provincial guidelines, and be in line with South Africa’s constitution. 3.3% of the respondents strongly disagree. A normal deviation of 1.03% indicates that the replies are extensively spread round the mean of 4.4%.

Question C7.3 – Managing the school’s staff relative to the accomplishment of the school’s vision and objectives

C7.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	5	16.7	16.7	23.3
Neither agree or disagree	7	23.3	23.3	46.7
Somewhat agree	11	36.7	36.7	83.3
Strongly agree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

From the above findings on whether secondary school principals receive development opportunities from the FBED related to managing the school’s staff relative to the accomplishment of the school’s vision and objectives, it is concluded that 36.7% of the participants strongly agree with the statement. 16.7% somewhat differ and 23.3% neither approve nor differ. 6.7% strongly disagree and 16.7% strongly agree. A normal deviation of 1.16% indicates that the replies are extensively spread round the mean of 3.4%.

Question C8.1 – Respectable practices and managing of cultural differences and advocacy campaigns

C8.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	5	16.7	16.7	16.7
Somewhat disagree	4	13.3	13.3	30.0
Neither agree or disagree	13	43.3	43.3	73.3
Somewhat agree	5	16.7	16.7	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

The findings show that 16.7% of the respondents somewhat agree and 13% somewhat differ with the statement. 43.3% neither approve nor differ that secondary school principals receive development opportunities from the FBED with regard to respectable practices and managing of cultural differences and advocacy

campaigns. 16.7% strongly disagree and 10% strongly agree. A normal deviation of 1.18% indicates that the replies are widely spread round the mean of 2.9%.

Question C8.2 – Workshops on cultural diversity and culture tolerance and understanding

C8.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	6	20.0	20.0	20.0
Somewhat disagree	10	33.3	33.3	53.3
Neither agree or disagree	10	33.3	33.3	86.7
Somewhat agree	2	6.7	6.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The outcome indicates that 6.7% somewhat agree with the statement and a total of 33.3% somewhat disagree. Those participants who indicated either approve or disagree are 33.3%. 20% indicated strongly disagree and 6.7% strongly agree. A normal deviation of 1.11% shows that the replies are widely spread around the mean of 2.5%. The results indicate the majority of participants disagree that secondary school principals receive development workshops from the FBED on cultural diversity, culture tolerance and understanding.

Question C8.3 – Encouragement of learners to participate in extra-mural activities

C8.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	11	36.7	36.7	43.3
Neither agree or disagree	10	33.3	33.3	76.7
Somewhat agree	4	13.3	13.3	90.0
Strongly agree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

It is obvious from the outcomes that most of the participants 36.7% somewhat disagree that they receive development and encouragement from the FBED in order to ensure that learners participate in extra-mural activities. Only 13.3% of the participants somewhat agree, whereas 33.3% neither agree nor disagree. 6.7% strongly disagree and 10% strongly agree. A normal deviation of 1.09% indicates that the replies are widely spread round the mean of 2.8%.

Question C9.1 – Demonstrate honesty and impartiality in all relations with individuals and in the administration of finances and other assets

C9.1

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	6	20.0	20.0	26.7
Neither agree or disagree	10	33.3	33.3	60.0
Somewhat agree	10	33.3	33.3	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

It is obvious from the outcomes that 33.3% of the participants somewhat agree that they be given improvement opportunities from the FBED to demonstrate honesty and impartiality in all relations with individuals and in the administration of finances and other assets. 20% of the respondents somewhat differ while 33.3% neither approve nor differ. 6.7% strongly disagree and 6.7% strongly agree. A normal deviation of 1.04% indicates that the replies are widely spread round the mean of 3.1%.

Question C9.2 – Show flexibility and openness to transformation and have political wisdom in circumstances of doubt and hardship

C9.2

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	2	6.7	6.7	6.7
Somewhat disagree	9	30.0	30.0	36.7
Neither agree or disagree	11	36.7	36.7	73.3
Somewhat agree	8	26.7	26.7	100.0
Strongly agree	0	0	0	0
Total	30	100.0	100.0	

The findings show an interesting result. 30% of the respondents somewhat disagree, another 36.6% neither approve nor differ that secondary school principals receive development opportunities from the FBED to show flexibility and openness to transformation and have political wisdom in circumstances of doubt and hardship. Only 26.7% somewhat agree that principals receive development opportunities. 6.7% strongly disagree. A normal deviation of 0.91% shows that less dispersion of responses around the mean of 2.8%.

Question C9.3 – Have the capability for self-reflection and the obligation to ongoing professional development and personal growth

C9.3

	Rate of recurrence	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	3	10.0	10.0	10.0
Somewhat disagree	3	10.0	10.0	20.0
Neither agree or disagree	14	46.7	46.7	66.7
Somewhat agree	8	26.7	26.7	93.3
Strongly agree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

The findings in this investigation show that 26.7% of the participants somewhat approve that secondary school principals get opportunities to develop the capability for self-reflection and the obligation to continuing professional development and personal growth. However, 10% of the respondents somewhat disagree and strongly

disagree as opposed to the 46.7% of the participants who neither approve nor differ. 6.7% of the participants strongly agree. A normal deviation of 1.03% indicates that the replies are widely spread round the mean of 3.1%. It is obvious that the participants are not clear whether they receive opportunities to develop the capability for self-reflection and the obligation to continuing professional development and personal growth.

4.4 Conclusion

The outcomes for the questions on support indicate that out of the forty (40) questions that were put to the participants, thirty one (31) of the questions were strongly or somewhat endorsed by the respondents which are an indication that principals of secondary schools do get support from the Frances Baard Education District. The respondents did not agree on five (5) of the questions; they could not come to a clear decision on only one (1) of the questions; and only three (3) of the questions had a divided decision. The outcomes from the questions on support seem to endorse the availability of support programmes to secondary school principals in the Frances Baard Education District. However, some of the outcomes point out that there is a need for improved support programmes.

It emerges from the outcomes for the questions on development that from the twenty seven (27) questions that were put to the participants, twelve (12) of the questions were somewhat or strongly endorsed by the participants. Nine (9) of the questions had a divided decision, and six (6) of the questions were somewhat or strongly agreed upon by the participants. The question on whether the Frances Baard Education District office offers development programmes to the principal to equip him or her to show compliance and receptiveness to transformation and have flexibility and political wisdom in circumstances of doubt or hardship; did not deliver a clear disagreement or a clear division on the question.

The outcomes from the questions on development seem to endorse the availability of development programmes to secondary school principals in the Frances Baard Education District. However, some of the outcomes points out that there is a need for improved development programmes and that the FBED office need to be more capable and responsive towards development programmes for secondary school

principals. The work of developing leadership capacity brings clarity to the changing role of the principal as instructional leader. The mistake that have been made is that it has been in looking to the principal alone for instructional leadership, when instructional leadership is everyone's responsibility at school. I am of the view that if the quality of teaching in the classroom is to be enhanced, the principal must promote a climate in which teachers can take ownership of and responsibility for innovation in practice.

CHAPTER 5: QUALITATIVE DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

A mixed method research approach was employed in this study. As pointed out in previous chapters, a qualitative research approach, alongside a quantitative approach was used to collect data in the form of face-to-face interviews and focus group discussions. The ultimate aim of the interviews was to identify common emerging themes from the research participants. The face-to-face interviews shed light on the relevance and validity of the research topic, not only from a theoretical perspective, but also from a practical point of view. The transcribed data were analysed by coding common ideas emanating from the interviews conducted with officials of the Northern Cape Education Department and then grouped into themes.

Thematic analysis was used in the analysis of data collected through interviews and the focus group discussion. This type of analysis involved identifying and analysing patterns of meaning in the dataset (Braun & Clarke, 2013). Transcribed interviews were pasted to Word to start the process of thematic analysis. I read the data more than a few times to acquaint myself with the facts as suggested by Tracy (2013). Once data immersion was achieved, codes, which Tracy (2013) defines as words or phrases that capture important and nuanced aspects of data were generated to condense, organise and sort data into themes.

During coding, codes were generated and pieced together into themes which gave a comprehensive picture of the research topic and would ultimately be used to answer the research questions as suggested by Ritchie, Spencer and O'Connor (2003). The

themes were generated using the deductive and inductive methods motivated by the research questions, as well as the data obtained from interviews.

5.2 Qualitative data presentation and analysis

The findings from the interviews with the Chief Education Specialist (CES) accountable for institutional management and governance development; the Chief Director (CD) responsible for school management, administration and support, as well as the group discussion were analysed as they relate to the research questions for this study. The initials of the group discussion members have been used to indicate their view. The data analysis procedure began once the interview data were changed from the cell phone recordings to the transcribed text. Data reduction began with the reading and re-reading of the transcribed data. The themes began to develop with the initial reading of each transcript. An open coding procedure was utilised for the identification of developing themes. The developed themes and sub-themes emerged as follows:

5.3 Themes and codes from thematic analysis of data:

THEMES	SUB-THEMES
Support and development	<ul style="list-style-type: none"> • Good management and performing schools • Newly appointed principals need support and development. • Structured support programmes • Induction and orientation programme
Perceptions on outcomes	<ul style="list-style-type: none"> • Underperforming schools still remain • Assessment tool to measure outcomes • Feedback from circuit managers (CM's)
Confidence in performing duties	<ul style="list-style-type: none"> • Mentorship programmes being implemented • Engagement with good performing principals • Regular visits and feedback from district officials.
Response to improved support and development	<ul style="list-style-type: none"> • Reports from principals/schools • Improved National Senior Certificate (NSC) results

The four over-arching themes that emerged from the coding process were support and development; perceptions on outcomes; confidence in performing duties; and response to improved support and development. The findings of this research were presented under these four over-arching themes which correspond to the research questions.

5.3.1 Discussion of the different themes

Theme 1: Support and development

This theme focused on data related to research question one, which search for the general perceptions amongst secondary school principals about the nature and extent of support and developmental programmes offered to them in the Frances Baard Education District (FBED).

A common theme that emerged from the replies of the participants with reference to the provision of support and development to secondary school principals in the FBED was good management. The narratives of participants revealed that the officials from the Frances Baard Education District provide support and development to principals in one way or another. While the overarching theme of support and development describes the standard assistance given to secondary school principals, respondents always referred to good management and leadership, as well the induction and orientation programmes offered by the FBED. Thus this theme was divided into the subsequent sub themes.

a) Management and leadership

This theme refers to how the participants perceived how principals manage and lead their schools. Both departmental officials and the focus group recognised the importance of good management and leadership within a school in order for it to be successful. The participants' narratives showed that they have an understanding of the linkage between the support and development of principals and good schools. The **CD** had this to say:

Firstly one need to depart from the position and it's proven over the years that good performing schools are those schools with good managers. Management is critical to the performance of the school.

The **CES** echoed the same sentiment. He stressed that well performing schools are managed by hardworking and good principals. He further mentioned that there must be a structured support programme in place which must be supported by a Circuit Manager (CM). One focus group participant, **AT** mentioned that the support he gets in terms of good management provides tools for the incumbent to consult when carrying out managerial tasks. There is the realisation among the participants in this study that one of the reasons for good performing schools is that they must be managed by a good and competent principal.

The Department of Basic Education (DBE) has placed a high priority on the capability and performance of district offices in serving and supporting schools. The **CD** had the following to say:

Regulations have been publicised on the structure and functionality of districts; guidelines have been developed on the roles and accountabilities of district officials and among others; work is ongoing in capacitating district officials to carry out their delegated responsibilities. Efforts are being made to ensure that district offices play a critical role in transforming schools, and improving the performance of learners.

However it is also clear from the narratives of the participants that while there are the different units and individuals dealing with the matter of rendering support to secondary school principals in the FBED, support seems to be increasingly focusing on increasing the National Senior Certificate (NSC) results in particular and overall learner outcomes in general.

b) Induction and orientation programmes

The induction and orientation programmes refer to the support and development that the FBED provides to newly appointed principals.

The participants from the interviews and the focus group discussion emphasised the importance of the induction and orientation programme that is provided to newly appointed principals. The **CES** had the following to say:

That session mainly focused on getting the basics right; making sure that the principal has a good understanding of what the basic things of management and leadership are that must be in place at the level of the school.

Three out of the six focus group participants were in agreement that the induction and orientation programme renders sufficient support to newly appointed principals. Some of the focus group members were saying the following on the question whether the induction given to new principals is sufficient to make their schools better places:

OdP: *Yes. Duties and job descriptions are well explained and other relevant information is given.*

JV and AT: *Yes. The induction received by new principals is well structured in terms of supporting them.*

However, not all of them are in agreement that this induction programme yields the necessary support and is sufficient to make schools better places. The **CD** was saying the following:

The biggest problem is that principals are overburdened in that one week and get lots of tools and information about what they must go and implement.

In addition, the other three members of the focus group expressed their non-agreement in the following ways:

BO: *No. My opinion is that it is not sufficient because during the orientation session many of the topics, such as school management and finances are just brushed over.*

JD: *It is not sufficient. It should not be a case of one size fits all. Principals need more constant support.*

CO: *No it is not. Principals do not receive all the tools that they might need in future. Many matters are explained or presented in a casual and laid back fashion.*

The duration of this induction and orientation programme is normally one week. The departmental officials and the focus group participants are in agreement that much more can be done during this one week induction session. According to the **CD** although the initiative is aimed at capacitating principals and developing their

potential to improve their schools, it would be better to have a quarterly support programme for principals as well.

The other form of support that developed from the interview data and group discussion was the provision of support and advice by Circuit Managers (CM's). Circuit Managers, must ensure that schools are effectively managed. As a result, one of the key aspects of the functionality of the district office is the level of support that is provided by CM's to ensure that schools are effectively managed. CM's core responsibilities constitute the base for ensuring the functionality of the school; they need to support schools and assisting them to excel. The **CES** had the following to say in this regard:

A CM has that understanding of providing support to a principal; so there is that understanding between a principal and CM; there is that communication on what specifically I am struggling with as a principal.

In addition the **CD** had the following to say:

Remember it's only your CM's that support schools in terms of management and subject advisors at another level.

While this support may not be the solution to all the trials faced by schools, the delivery of support and development by the FBED to secondary school principals will complement efforts by the principal, the SMT and the wider school community in improving the performance of the school.

Theme 2: Perceptions on outcomes

This theme was derived from research question two, the data obtained through the interviews, and the focus group discussion. Research question two sought to investigate the principal's perceptions on the outcomes of the support and development that they get from the Frances Baard Education District. Both the interviews and focus group discussion consistently revealed clear reference to the participants' perceptions on the outcomes of the support and development that principals are getting from the FBED.

The district office can improve its capacity and practices for assisting principals to improve management and leadership. Tools and systems are in place, but are not fully used for the intended purposes. The fundamentals for improvement are already in place regarding the support and development for principals to provide them with the skills necessary to effectively manage their institutions. The **CD** was saying the following:

Looking back on the report from this newly appointed cohort of principals, what we have started to do is to develop a kind of tool that will assess the induction. In fact assessment - is at the beginning - what do you know about your responsibilities as a principal? Then after one week training, again a kind of an assessment tool for - what new have you learnt that you did not know?

Principals must be ready and willing to be guided by the purpose and vision of what is to be accomplished by the school in terms of managerial effectiveness. The end product must be productivity and the performance of the school staff in promoting learning and achievement. What is important is that district officials must give feedback to principals after rendering support to them. The **CD** went on to say:

We have learnt that CM's and subject advisors visit schools and they will never go back to assess if those challenges were addressed and also if the problems after the last engagement were solved.

Inter-personal relations are one of the fundamental aspects of the work of district officials. Inter-personal relations direct relationships and engagements with colleagues in the district offices, in addition to interactions with principals, teachers, and community members at schools. The success of support to principals and schools depend, to a large degree, on the excellence of inter-personal engagements. Some focus group members were saying the following on the perception of support to principals and schools:

BO: *Some of the officials make the educators nervous during support sessions. This is because of their support style.*

CO: *They give feedback to the principal regarding the support they have rendered and the rest of the staff will get second-hand feedback from the principal.*

AT: *There should be open communication between district officials and individuals at school, especially the principal, whilst maintaining professional commitment and attitude. A learning atmosphere must be created supported by detailed discussions ensuring that the outcome of support is achieved in order to achieve a better performance in teaching and learning.*

One of the key aspects of the functionality of the district office is the level of support that is provided by CM's. They need to ensure that schools are effectively managed; that schools are functional and support them in promoting learning and achievement. In terms of the perception on the outcomes of support, the **CD** and **CES** had the following to say:

CD: *But looking at support for underperforming schools from the DBE (Department of Basic Education), what we as province and district have endorsed, there is clear criteria to CM's and all officials visiting schools that outline the processes when you visit a school.*

CES: *So, currently the DBE has an annual working session for CM's. However, at provincial level I think that is where we have a gap that you don't have a structured way of supporting and developing CM's, so that is one aspect we need to look into at provincial level - that you have a dedicated section that can plan and budget for the development of CM's to ensure that your CM's are fully capacitated to be able to deliver that support and improvement to all principals.*

One of the members of the focus group had the following to say:

BO: *Due to the fact that some unions don't want district officials and CM's to visit schools, officials find it difficult to render support.*

One of the issues that emerged from the narratives of the participants on the perceptions of support to principals is the fact that although support is given, schools

are still declared underperforming. It emerged from the data that this can be viewed as a form of lack of support that is given by district officials.

The Chief Education Specialist confirmed that the department uses the National Senior Certificate results as a yard-stick to measure the competency of a principal in order to declare a school as underperforming. He had this to say:

We have not yet moved in that direction of utilising governance and management functionality or school safety as a measure of declaring underperforming schools.

It is however important that district officials must be seen as partners in school and learner improvement, and not compliance officers and messengers between the school and the district. Circuit Managers must be comfortable about clearing up communication channels between the district office, schools, and other stakeholders.

Theme 3: Confidence in performing duties

This theme was derived from research question three. Research question three sought to investigate what needs to be done by the Frances Baard Education District to boost the confidence of principals in the performance of their duties. Districts play an important role in the delivery of support and services in secondary education and fostering educational performance. In order to make sure that secondary school principals have confidence in their support and development programmes, there is a need to put in place mechanisms to make sure that this is happening. Narratives from the focus group discussion revealed the following on whether principals have more confidence in performing their duties from the support they receive from the district:

JD: *District officials must be clear in terms of feedback on issues regarding teaching and learning during their sessions and visits. They must be clear on the implementation of policy when they give support. Sometimes they themselves are not clear what must be done or what is expected from teachers and principals. This creates a perception of hopelessness amongst principals and doesn't boost their confidence.*

CO: *More competent staff must be appointed at district. Support material and information must be readily available for the principal. District can look at more one-on-one sessions, as well as follow-up sessions with individual principals in order to improve their confidence and learning and teaching at the school. Deputy Principals must form part of the workshops that principals currently attend. This will improve support to the school.*

The narratives from the departmental officials indicate that they are busy with various other programmes of support to secondary school principals in order to boost their confidence in performing their duties. According to the **CD**:

We are moving towards bringing more elements in terms of support and development into our support programme. One of these elements is a mentorship programme whereby you identify and we have already identified in Frances Baard the retired principals of performing schools. We are placing them next to our newly appointed principals, more specifically with principals in underperforming schools.

The **CES** had the following to say: *What I've picked up within the system across our various districts but also in Frances Baard is that your District Director has regular meetings with the school principals. I think that creates a platform where principals can discuss burning issues that negatively influence on the performance of the institution.*

The evidence seems to endorse the availability of support by district officials which is closely related to the performance of secondary school principals undertaking their responsibilities of managing schools efficiently. When essential support and development are not readily available for undertaking their assigned responsibilities, this may also point to weaknesses in managing their schools.

Theme 4: Response to improved support and development

This theme focuses on how secondary school principals will respond to improved support and development programmes offered to them by the Frances Baard Education District. This study revealed that although the Frances Baard Education District mainly drew from their own resources, they also make use of external service

providers in fostering support and development programmes to secondary school principals. These internal resources include employees of the different units within the department of education, CM's and subject advisors. The narrative from the **CES** confirms this as he had the following to say:

So, the orientation is basically looking at all aspects of responsibility as a school principal; from a legal perspective; from a management perspective; and also administratively. All the different sections of the department utilise that opportunity and come and make sure they capacitate the principals.

In addition the **CES** added the following that indicates that the FBED mainly drew from their own resources in fostering support and development programmes. He had the following to say:

So, we don't have for principals, who are currently in the system, a structured orientation besides annual curriculum roadshows and the annual orientation session from different units for principals.

Some of the members of the focus group were saying the following that indicates that FBED mainly use their own resources during support and development programmes.

OdP: *Circuit Managers have circuit meetings where issues like leave and curriculum matters are discussed. Some of the subject advisors give support to teachers on subject content.*

AT: *It depends on the officials visiting the school. Subject advisors support with curriculum matters, and the inclusive unit assists schools with learners who require advanced special support.*

5.4 Conclusion

What emerges from the interviews linked to theme 1 that dealt with support and development is that well performing schools are managed by hardworking and good principals. Both the departmental officials and the principals were in agreement that much of the support from the FBED is related to support that focuses on increasing

the results of the National Senior Certificate. The participants could not agree on whether the induction and orientation programme is sufficient for principals; they are of the opinion that much more can be done during the one week induction session.

The main responses from theme 2 that dealt with perceptions on outcomes, was that the respondents felt strongly that the FBED must see to it that the district officials must give feedback to principals after rendering support to them. There should be open communication between district officials and individuals at school, especially the principal.

Theme 3 dealt with confidence in performing duties and the participants felt strongly that the FBED must look at more one-on-one sessions, as well as follow up sessions with individual principals. This strategy will improve at principal's confidence and can lead to improved teaching and learning at the school. The notion of a mentorship programme needs to be fully implemented so that the principals of underperforming schools can get the necessary guidance and support.

However, if the FBED felt there was a need for improved support programmes, they could enlist the services of various stakeholders, such as the broader school community and non-governmental organisations to ensure that all secondary school principals in the district benefit from their support and development programmes. Secondary school principals and their schools in the FBED can benefit from these kinds of initiatives and improve their standard of teaching and learning.

CHAPTER 6: DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

The purpose of this study was to explore principals' perceptions on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District. In an endeavour to accomplish the purpose of the research, interviews were conducted with the Chief Education Specialist accountable for institutional management and governance development and the Chief Director responsible for school management, administration and support. Thirty (30)

principals from secondary schools were given questionnaires to complete and a focus group discussion was conducted with some of the principals. In order to strengthen the validity of the data and findings and to ensure the credibility of the findings, triangulation was done to corroborate the findings of the qualitative and quantitative data.

This study sought to answer the following research questions:

1. What are the general perceptions amongst secondary school principals about the nature and extent of support and developmental programmes offered to them in the Frances Baard Education District?
2. What are the principals' perceptions on the outcomes of the support and development that they get from the Frances Baard Education District?
3. What actions can the Frances Baard Education District take to boost the confidence of principals in doing their duties at school?
4. What can the Frances Baard Education District do to improve the support process to secondary school principals?

6.2 Discussion

Responses to the research questions in 6.1 are discussed in the following sections under the emergent themes that were identified in chapter 5.

6.2.1 What are the general perceptions amongst secondary school principals about the nature and extent of support and developmental programmes offered to them in the Frances Baard Education District?

The research found that there were no significant disagreements in response from the questionnaires with regard to support and development. Although there were some differences between the responses from the questionnaire, there was no clear evidence of disagreement that support and development do not take place. One of the disagreements in terms of support was found from the statement whether principals receive support from the FBED on how to deal with people from various cultural backgrounds in the school context. In addition, the principals also are not in agreement that they receive support in order to create an environment that takes care of the needs and circumstances of learners in the form of offering extramural activities. In their research, Bush and Heystek (2006) confirm that South African

principals are mainly concerned with financial management, human resource management and policy issues. This finding is consistent with a finding from the questionnaire that indicated a significant agreement on the support and development that principals receive regarding the management of human resource requirements; the support they receive on financial and budgetary planning and management, as well as complying and implementing national policies and provincial directives.

This study revealed that very little support is given to principals which relates to learners with behavioural and social problems. The increasing cultural diversity in schools necessitates that principals manage learners of different cultures, languages and backgrounds that are perhaps foreign to them. According to Kirtman and Fullan (2016), the superintendent plays a key role in leading the educational system successfully through the changes of society and demands for equity and excellence in education. Most of the secondary schools in the FBED are faced with this problem. Secondary schools in a particular area are not allowed by the Department of Education to enrol only a particular cultural group of learners; thus, learners from different cultural backgrounds are allowed to attend school where their parents want them to attend school. It is therefore important that principals are capacitated with this type of support in order to equip them with knowledge in dealing with learners with behavioural problems and cultural differences. In addition, it would help to address issues that could contribute to better learning and teaching at the school.

Principals need to feel supported and empowered in order to be effective leaders at their school sites (Hatchel, 2012). This is very important, considering that the ability of a school to teach all learners is important for both the achievement of the school and for the principal. I believe that in estimating the principals' effectiveness, the effect of specific conditions and not just the fundamental constant differences in influences need to be analysed.

This study also revealed that information on the support to principals and schools sometimes happens on an ad hoc basis. There is an understanding among some district officials; especially CM's that the needs of principals differ from one school to another. Literature in the form of the Annual Performance Plan of the Department of Basic Education expects CM's and subject advisors to visit all schools; plans should be put in place to make sure that at least schools that need support are visited and

given the necessary support to improve their learner performance. Schleicher (2012) affirms that school leaders must be high-level knowledge personnel who continuously improve their specialised awareness. In order to foster improved awareness amongst principals at schools, district officials need to apply the same interventions to all principals indiscriminately. Thessin (2019) emphasised that trust and collaboration between principal supervisors and principals needed to be well established and each party needed to contribute to the partnership. Literature revealed that district officials need to be proficient and professional when performing their duties of supporting schools to deliver the curriculum. By identifying the gaps in the needs of individual principals and providing support, district officials will have to move away from the ineffective one size fits all attitude that has characterised support and development given to secondary school principals in the FBED, to an approach that caters for the individual circumstances among these principals, based on their needs and level of understanding of the educational environment at their schools.

Another crucial matter that was revealed from the study was that there is no clear communication of the support to principals provided by the FBED. Some of the focus group members in this study professed ignorance about some of the other support and assistance services provided by the FBED. This situation implies that there is a need for some secondary school principals in the FBED to build their own capability and to stretch out to colleagues as part of their drive to improve their schools; education district officials also need to increase on the job support such as mentoring and coaching.

6.2.2 What are the principals' perceptions on the outcomes of the support and development that they get from the Frances Baard Education District?

The study revealed that the FBED makes use of a wide range of mechanisms in order to comply with rendering support and development programmes to secondary school principals in general. These ranged from one-week induction sessions, quarterly meetings with the District Director, school visits by CM's and school visits by subject advisors. Although the FBED provides workshops to capacitate secondary school principals; the participants are in agreement that this is happening; the results

from the questionnaire and discussion with the focus group indicate that support and development that is provided are of scant relevance to the real world of work of secondary school principals.

The research found that there is a need for the Department of Education and the FBED in particular, to revisit support and development programmes that are offered to secondary school principals. The FBED needs to conduct better needs assessments to identify areas of professional development most required and desired by principals. Olive (2013) in his study found that professional development programs that were imposed by the department had little regard for the individual needs and goals of the schools hence it lack consistent follow and coaching. Providing support requires supervisors to devote significant time to working with principals (Turnbull, Anderson, Riley, MacFarlane & Aladjem 2016). The setting of pre-training outcomes and due diligence point to the hands-on approach being adopted by the FBED in dealing with support and development associated with the initial outcomes that are expected. Although responses indicate that these programmes are happening to prepare secondary school principals in the FBED, the responses from participants show that the expectation of the outcome is not always reached. The district officials must start implementing a culture of collaboration with secondary school principals when planning support and development programmes; through collaboration principals will be able to improve their effectiveness faster.

It emerged from the data that although support is given, schools are still declared underperforming. Some of the criticisms levelled against district officials are their support style; the way they communicate with principals; and their lack of knowledge on certain policy issues and subject knowledge, leave a lot to be desired. The study revealed that this has a negative bearing on the approach of the principal about the support they get. According to Hatchel (2012), principals need to feel supported and empowered in order to be effective leaders at their school sites. District officials need to recognise that the school is a social system; their input in the form of support to principals affects the functionality of a school.

Although it is common practice to develop and initiate support and development programmes centrally, it is important that it happens with the contribution of the

schools taken into account, specifically the needs of principals and teachers. Unless there is a collaborative professional development plan that rises out of a school's vision for learner achievement to which principals and teachers are dedicated, workshops and other initiatives will lack importance and relevance.

The setting of high standards by the FBED to be met by secondary school principals can be viewed from two different perspectives. The first is that in striving to meet national educational standards, district officials achieve compliance. The second perspective is that secondary school principals are expected to comply with every national educational standard, thus asking them to do something beyond their capabilities. Nevertheless, literature, such as the South African Standard for Principalship explains the Department of Education's action on the challenges originating from the Strategic Priorities informed by Action Plan to 2019: Towards the Realisation of Schooling 2030. The South African Standard for Principalship answers to the significant request for the delivery of trustworthy support for school principals as a key step in the direction of improving the success of the education system. Notwithstanding the preceding factors, the FBED needs to ensure that in fostering educational compliance, the standards they set for secondary school principals are proportionate to their resources and capabilities.

Evidence from the study further suggests that secondary school principals, in many instances rely only on support and development programmes from the FBED. While these may be helpful, there is a need to balance support and development programmes offered by the FBED with other external professional development courses which can encourage compliance and also improve confidence among secondary school principals. The literature showed that one of the causes why secondary school principals are not always concerned about the outcomes of their schools is that they did not see any tangible benefits.

In view of the foregoing, there is a need for the FBED to adopt the stick and carrot approach when dealing with secondary school principals. The FBED could provide incentives to principals who are compliant and show the necessary results at their schools; for example, the FBED could appreciate the work and performance of secondary school principals more regularly, with those continuously showing

improvement in their school's performance also being rewarded. The use of such mechanisms from which secondary school principals can derive tangible benefits can persuade them to improve their educational performance at their schools and in the process comply with national educational regulations. Dennis (2014) affirms that long term motivation brings better chance than short term spur of the moment motivational activities.

6.2.3 What needs to be done by the Frances Baard Education District to boost the confidence of principals in the performance of their duties?

The literature reviewed has shown that co-operative leadership, as opposed to leadership from the principal only, may offer a path to school development (Hallinger & Heck, 2010). This is constant with the outcomes of this study. The study shows that the NCED and the FBED office in particular, do support secondary school principals through mentorship programmes that have been implemented. As a result, the FBED has identified expert retired principals as mentors and coaches to support and guide secondary school principals, especially those in underperforming schools. Literature further revealed that through mentoring school leadership can be strengthening in order for principals to succeed as instructional leaders. In addition to that, the FBED should work closely with different stakeholders to support and develop secondary school principals.

This integrated approach is important to ensure a collaborative work culture between the FBED and secondary school principals. This is underpinned by the fact that the school is seen as an open system in which there need to be constant interaction between district officials and secondary school principals. Principals need to use the inputs from district officials to the schools and transform them to produce improved functionality for the school as an output. This co-operative work culture is an important and recognised responsibility of stakeholders in education, to secure school effectiveness and improved teaching and learning outcomes.

While there can be benefits in working with different stakeholders in fostering educational compliance by the FBED and secondary school principals, the FBED

needs to capacitate its officials in dealing with educational issues and also ensuring regular visits and feedback from district officials to school principals.

In order to develop schools and deliver quality instruction to their learners, principals must be encouraged by the FBED to improve themselves professionally in their understanding, abilities and standards. They need to be self-directed and they should display a readiness to learn. As part of their mandate, the FBED needs to work together with principals and educators in schools to develop professional support and to help schools attain excellence in teaching and learning. The Department of Basic Education's Policy on the Organisation, Roles, and Responsibilities of Education Districts, re-affirms the role of districts in the delivery of quality education and confirms their responsibility for school improvement and extensive educational improvements.

6.2.4 What can the Frances Baard Education District do to improve the support given to secondary school principals?

The study points to random viewpoints from principals on this question. While recommendations have been made for individual, selective and focused support and development programmes, the key to improvement will be the manner in which individual interventions are integrated into a consistent programme.

Evidence from the study suggests that secondary school principals are already busy with developing and implementing systems that they themselves had developed. Many of the principals indicated that they have developed strong administrative procedures for all activities in the school, and a filing system that keeps careful record of policies, decisions and processes. They conduct regular meetings with teachers to provide a basis on which to address underperformance and come to a mutual agreement on an improvement plan to bolster learning and teaching. While these may be helpful to improve their schools, there is a need to balance the collaboration between schools and the FBED. Secondary school principals need to broaden their understanding of distributed leadership where multiple individuals take responsibility for leadership; this will help to put more focus on the principal as an instructional leader. Further evidence from the study suggests that through the lack

of involvement during the planning of secondary school principals' support and development programmes; the lack of co-operation does not create conducive chances for principals' improvement; and does not act as encouragement for the principals. The literature affirmed that this is unrelated to effective district behaviour that supports a high level of co-operation amongst district officials and principals for school improvement (Duke, 2010). To involve secondary school principals when support and development programmes are developed will give them a voice; they will have that sense of belonging; they can voice their opinion and it will allow them to give and receives feedback. Secondary school principals will be motivated by goals that are their own.

Secondary school principals in the FBED are in agreement that they have to reach out and keep up-to-date with current knowledge on learning and teaching, and they have to be able to create the circumstances in their schools to take advantage of this. Through the efforts of principals, specifically as leaders of excellence, schools will fulfil their objective to learning and teaching. As a result, it is important to mention that every principal's goal is to ensure high performance and support from all stakeholders in the school to achieve this important objective. Secondary school principals in the FBED are cognisant of the complex nature of school leadership but they are equally committed to implement clearly defined structures that all educators and learners can benefit from the support and development given to them by the Frances Baard Education District.

6.3 CONCLUSION

Based on the evidence from this research, it can be concluded that the FBED has taken an interest in the support and development of secondary school principals. Though most of the support and development programmes provided by the FBED are not always what principals want, it would seem that when providing these programmes, the FBED set strict goals when it involves compliance with educational standards and outcomes.

There are a few key matters that emerged from this study. Firstly, the significant role of the principal as a specialised school leader; secondly, the lack of secondary school principals' participation in district decision making; and thirdly the lack of co-

operation that does not create prospects for engagement from the principals. The role of the school principal has changed radically and an informed school leader is of extreme importance in the quest for better outcomes for their schools. In order to meet all the challenges, school principals should be open-minded and accept the realities of these changes and demands in being frontrunners at schools. More importantly, principals should also make sure that they develop themselves through external development programmes and takes cognisance of the character of the world that is developing.

Current burdens on schools demand that principals must become learning experts; thus principals have to be well-informed on current knowledge on learning and teaching. Secondary school principals have lamented their lack of involvement in decision making regarding some of the support and improvement programmes offered to them. While principals are not crying out for full decision-making powers in support and development programmes, they do criticise the value of certain areas of support and development given to them. They regard this as undermining their own level of understanding the educational environment and processes and further suggested a lack of confidence shown in them by the FBED.

The task of supporting and developing principals as leaders in creating better and brilliant schools never ends. Continuous structured support and development programmes from the FBED to secondary school principals would better prepare them to deal with shifting developments and also help them to advance the quality of education in the ever-evolving education environment. In the Frances Baard Education District, the historical legacies of inequality and poverty mean that different schools face different leadership challenges. Assuming that a one size fits all attitude for support and development could apply to secondary school principals, makes little sense. Targeted support and development are likely to be more effective in meeting the needs of different secondary school principals and schools. Support and development programmes must focus not only on managerial but also on leadership functions and qualities and it needs to enhance the principals' critical thinking abilities.

I conclude that the achievement of secondary school principals in the FBED and their schools depends relatively on the nature of support and development they receive from the district, and I argue for improved co-operation between secondary school principals and the district officials.

6.3.1 Methodological limitations

Owing to the sample size that might not be representative, I am aware that the results cannot be generalised to all secondary school principals in other education districts in the Northern Cape. However, the findings highlighted some thoughtful and important issues that need to be followed through further research.

6.3.2 Suggestions for further research

This study has opened up an imperative research possibility, with opportunities of investigating how secondary school principals in the Northern Cape perceive support and development from the Northern Cape Department of Education on how to deal with cultural and language diversity in order to enhance school improvement and improve teaching and learning in schools.

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ANNEXURE A



RESEARCH ETHICS APPROVAL

Date: 10 July 2018

1.1.1 This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **[FRIC 27/18/2]**.

Applicant's Name	Wilfred Jacques Sell
Student number	217012974
Supervisor Name for Student Project (where applicable)	Dr. W Thabane and Prof. SN Matoti
Level of Qualification for Student Project (where applicable)	Master of Education (M.Ed)
Title of research project	The nature and extent of support and development given to secondary school principals in the Frances Baard Education District

The following special conditions were set:

☒ Ethical measures as outlined in the proposal and which have been endorsed by the Faculty Research and Innovation Committee have to be adhered to.

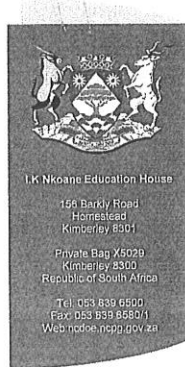
We wish you success with your research project.

Regards



Prof JW Badenhorst
(Ethics committee representative: Research with humans)

ANNEXURE B



DEPARTMENT OF EDUCATION

Enquiries: Mr H. Esau
Reference:
Date: 23 April 2018

Mr Wilfred Sell
16 Susanna Street
Heuwelsig
Kimberley
8300

Dear Sir

Request for permission to conduct Research – Nature and Extent of Support and Development given to Secondary School Principals in Frances Baard District

Permission is hereby granted for you to conduct research on the Nature and Extent of support and Development given to Secondary School Principals in the Frances Baard District.

This approval is granted with the proviso that the normal working hours is not compromised in any way, and that the research results will be shared with the Northern Cape Department of Education after completion and publication.

Attached please find a copy of the Consolidated Department of Basic Education Research Protocols which the Northern Cape Department of Education is also going to use as guidance in future.

Kind Regards

pp: 
MR GT PHARASI
SUPERINTENDENT-GENERAL



ANNEXURE C

Interview schedule – Departmental Officials

1. How do you perceive the link between support and development and good principals?
2. According to what or how are schools declared underperforming?
3. Does it mean that the principal also underperform?
4. What in your opinion constitute quality teaching and learning?
5. How does the District office support principals in terms of providing quality teaching and learning?
6. What inform the support/workshops that you present to principals?
7. How does the support given to principals affect school effectiveness?
8. What indicators showing you that your support really had an impact?
9. How is Subject advisors and Circuit managers support to principals assisting in the enhancement of teaching and learning?
10. Briefly describe what District officials normally do when they have support/development sessions with principals.
11. How do you assess the impact of the Districts support to teaching and learning?
12. How does the Department and principal's work together to create a collaborative focus on support and development?
13. What advice would you give to principals to become part of the process of making their schools better places?
14. Would you say that the generic induction given to new principals is sufficient to make their schools better places?
15. What is your view on the role that Integrated Quality Management System (IQMS) and specifically the role that the Personal Growth Plan (PGP) must play in the development of the principal?

ANNEXURE D

Interview schedule - Focus Group Participants

1. What is your view on the role that Integrated Quality Management System (IQMS) and specifically the role that the Personal Growth Plan (PGP) must play in the development of the principal?
2. How does the District office support principals in terms of providing quality teaching and learning?
3. How does the support given to principals affect school effectiveness?
4. Briefly describe what District officials normally do when they have support/development sessions with principals.
5. How is Subject advisors and Circuit managers support to principals assisting in the enhancement of teaching and learning?
6. How do you think what inform the support/workshops that the District give to you as principals?
7. Does the Department and principal's work together to create a collaborative focus on support and development?
8. Would you say that the generic induction given to new principals is sufficient to make their schools better places?

ANNEXURE E

QUESTIONNAIRE TO BE ANSWERED BY PARTICIPANTS IN THE STUDY

The purpose of this questionnaire is to look into the perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

You are kindly requested to complete the questionnaire by reading the statements and respond by making a cross (X) in the appropriate block. The information is for this study only and your responses will be treated with extreme confidentiality.

Thank you for your time and effort.

SECTION A: **Demographic Information**

1. What is your gender? **Male** [] **Female** []

2. What is your age range?

2.1	25 – 35 years	[]
2.2	36 – 45 years	[]
2.3	46 – 55 years	[]
2.4	56 – 65 years	[]

3. What is your teaching experience in years?

3.1	Less than 5 years	[]
3.2	6- 10 years	[]
3.3	11-15 years	[]
3.4	16 -20 years	[]
3.5	Above 20 years	[]

4. For how many years have you been a school principal?
- | | | |
|-----|----------------|-----|
| 4.1 | 1 – 5 years | [] |
| 4.2 | 6 – 10 years | [] |
| 4.3 | 11 – 15 years | [] |
| 4.4 | 16 – 20 years | [] |
| 4.5 | Above 20 years | [] |
5. Is this your first appointment as a school principal?
- 5.1 Yes [] 5.2 No []
6. Where is your school situated? (Township; Town; Farm)
-
7. What is your highest academic qualification?
-
8. Did you receive training in school management or principalship before becoming a principal?
- 8.1 Yes [] 8.2 No []
9. If your answer to 8 is yes, was the training formal or informal?
- | | |
|------------------------------------------------------|-----|
| 9.1 Part of your formal academic studies | [] |
| 9.2 Part of informal departmental induction training | [] |

10. If your answer to 8 is yes, which aspects of principalsip were covered in your training?

.....

.....

.....

11. Have you received training in school management during your tenure as school principal?

10.1 Yes []

10.2 No []

12. If your answer to 10 is yes, which aspects were covered in this training?

.....

.....

.....

13. What was the duration of the training? (One day, two days, three days or more)

.....

SECTION B: Questions on Support

Please indicate how much you agree or disagree with each of the following statements:

1. As a school principal I receive the necessary support from the Frances Baard Education District office in terms of the following with regard to instructional leadership:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
1.1 to be able to lead the learners and ensure that the school is a professional learning community					
1.2 to be able to influence continuous improvement in curriculum implementation					
1.3 empower staff to become instructional leaders who share the responsibility for achieving the mission, vision and goals that have been set					
1.4 recognise good instructional practices that motivate and increase learner achievement, and encouraging educators to implement these practices.					

2. As the principal of the school, the principal is responsible for leading, managing and evaluating the curriculum and I receive support from the Frances Baard Education District office in terms of:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
2.1 creating a school organisation where all staff members understand that every learner must be supported.					
2.2 developing a framework for continuous improvement of all systems in the school.					
2.3 creating conditions that will prepare learners for the future.					
2.4 keeping up to date with current developments in national education policy and schooling globally.					

3. As a school principal I receive the necessary support from the Frances Baard Education District office to do what is required of me that relates to:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
3.1 creating an atmosphere of transparency in working towards common goals.					
3.2 maintaining high visibility throughout the school.					
3.3 creating an environment where continuous school improvement planning is built into all the school systems.					
3.4 creating a school as an organisation that is adaptable to change.					

4. The Frances Baard Education District office supports the principal to deal with people from various cultural backgrounds in the school context:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
4.1 They render support to uphold the traditions, symbols, values and norms of the school community.					
4.2 They render support to understand the school community and how to connect with the traditions of the people who make up that community.					
4.3 They render support to embrace the diversity of cultures within the school.					
4.4 They render support to ensure that policies on religion and language are adhered to.					

5. As a school principal, I receive the necessary support from the Frances Baard Education District office in terms of the following:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
5.1					
5.2					
5.3					
5.4					

6. As a school principal, I receive support from the Frances Baard Education District office to provide for the effective organisation and management of the school on the basis of:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
6.1					
6.2					
6.3					
6.4					

7. As a school principal, I receive support from the Frances Baard Education District office to do the following:

		Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
7.1	develop and implement processes and systems underpinning accountability, responsiveness and responsibility.					
7.2	develop mechanisms for the collection and use of performance data and other evidence to monitor, evaluate and improve school performance across all aspects of its operation.					
7.3	encourage the development and maintenance of an ethos of collective responsibility for assuring quality and ensuring accountability within the school's community.					
7.4	to work with the SMT and SGB to ensure that quality teaching and learning happen at school.					

8. The Frances Baard Education District office gives support to the principal to deal with the management of human resource requirements and to give guidance related to labour related issues through:

		Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
8.1	providing information, advice and support regarding the conditions of service of staff.					
8.2	providing advice on how to solve problems regarding conditions of service.					
8.3	providing information on how to manage any grievances and challenges regarding the conditions of service and problems experienced.					
8.4	Providing information on how to facilitate parent-educator meetings progressively to discuss and measure learner progress and needs regarding learner performance.					

9. The Frances Baard Education District office gives support to the principal to create an environment that takes care of the needs and circumstances of learners in the form of offering extramural activities through:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
9.1 encouraging the involvement of parents in extramural activities.					
9.2 promoting diverse sporting codes and indigenous games.					
9.3 establishing partnerships with clubs and professional sporting bodies.					
9.4 ensuring that Physical Education and Human Movement Studies are provided for in the timetable.					

10. The Frances Baard Education District office gives support to the principal to encourage effective and relevant continuing professional development opportunities in order to support whole school development through:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
10.1 encouraging the development of shared leadership, participation in decision-making, teambuilding and teamwork and other positive working relationships.					
10.2 developing and maintaining effective procedures and practices for personnel processes such as induction, performance management and professional development.					
10.3 ensuring equity and fairness in the delegation of work and the decentralization of responsibilities.					
10.4 providing a range of opportunities for, and encouraging and supporting engagement in, the continuing professional development of everyone working in the school.					

Section C: Questions on Development

1. The principal is responsible for the creation and maintenance of a learning culture for all learners and staff. The Frances Baard Education District office supports me in developing these responsibilities through:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
1.1 promoting strategies to encourage high expectations and to set challenging targets for achievement.					
1.2 encouraging ongoing debate among staff on the development of teaching and learning in the school and about implementing improvements.					
1.3 ensuring that educators have opportunities to access quality professional development in order to improve their teaching.					

2. The Frances Baard Education District office provides development programmes to the principal to do strategic planning to shape and sustain school improvement and for empowering the school to be active and effective in its ongoing development by:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
2.1 ensuring that the vision and mission of the school is shared, understood and acted upon by all in the school community.					
2.2 ensuring that school policy is developed and implemented with due regard to educational legislation and policy.					
2.3 ensuring that the strategic planning process takes into account the values, diversity and particular context of the school and its wider community.					

3. The Frances Baard Education District office provides development programmes to the principal in order to help with the responsibility of promoting quality assurance and accountability to a wide range of stakeholders for all aspects of the school's performance and continues improvement through:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
3.1 encouraging the development and maintenance of an ethos of collective responsibility for assuring quality, and ensuring accountability, within the school's community.					
3.2 ensuring that all members of the school's community have clear and agreed understandings of their individual responsibilities and their accountabilities.					
3.3 ensuring that regulated performance management systems (IQMS & EPMDs) are understood and administered efficiently and effectively.					

4. The principal has the overall responsibility to build a professional learning community in the school and the Frances Baard Education District office provides development programmes through:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
4.1 the provision of genuine opportunities for shared leadership, teamwork, and participation in decision-making.					
4.2 the encouragement of effective and relevant continuous professional development opportunities.					
4.3 the encouragement of ways in which motivation, morale and job satisfaction may be enhanced.					

5. The principal is responsible for ensuring that the school and its people, assets and all other resources are organised and managed to provide for an effective, efficient, safe and nurturing learning environment. The Frances Baard Education District office provide programmes by:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
5.1	providing procedures for the effective and equitable allocation and deployment of human, financial and physical resources and all other assets, including procurement processes, in pursuit of the school's educational priorities.				
5.2	providing procedures and good practice for the acquisition, maintenance and management of all school assets.				
5.3	monitoring, evaluating and reviewing the quality and use of the school's available resources to ensure ongoing improvement of the quality of teaching and learning.				

6. The principal is responsible to initiate initiatives so that the wider community that the school serves can provide a source of support and resources for the school and that the school itself can play a vital role in the wellbeing of its wider community. The Frances Baard Education District office provides development programmes by:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
6.1	providing initiatives on how to access the diversity of resources which are available in the wider community.				
6.2	sharing best practices on effective partnerships for mutual support and the sharing of effective practice and resource management with other schools in the community.				
6.3	providing means of open communication between the school and the parent/carer community and encouraging meaningful home-school relationships.				

7. The school principal needs to know about legislation and procedures relating to the conduct and actions of educators and learners and the Frances Baard Education District office provides programmes by:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
7.1 ensuring that departmental procedures are followed with regard to the advertising and filling of posts.					
7.2 ensuring that the school's management, policies and practices are sensitive to local circumstances; reflect national and provincial policies, goals and needs and is in line with the constitution of SA.					
7.3 managing the school's staff in relation to the achievement of the vision and goals of the school.					

8. The principal should take into account the socio-economic issues of the learners for effective teaching and learning and in building the image of the school, the Frances Baard District office provide assistance and programmes through:

	Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
8.1 good practice and management of cultural diversity; advocacy and campaigns.					
8.2 workshops on cultural diversity and culture tolerance and understanding.					
8.3 encouragement of learners to participation in extra-mural activities.					

		Strongly disagree 1	Somewhat disagree 2	Neither agree nor disagree 3	Somewhat agree 4	Strongly agree 5
9. The Frances Baard Education District office offers development programmes to the principal to equip him/her to:						
9.1	demonstrate integrity and fairness in all dealings with people and in the management and deployment of financial and other resources.					
9.2	show adaptability and responsiveness to change and have flexibility and political wisdom in situations of doubt, hardship or disagreement.					
9.3	have the ability for self-reflection and a commitment to ongoing personal and professional self-development.					

Is there anything else that you would like to share concerning the support and development opportunities for secondary school principals in the Frances Baard District? Please motivate your answer by giving a brief overview.

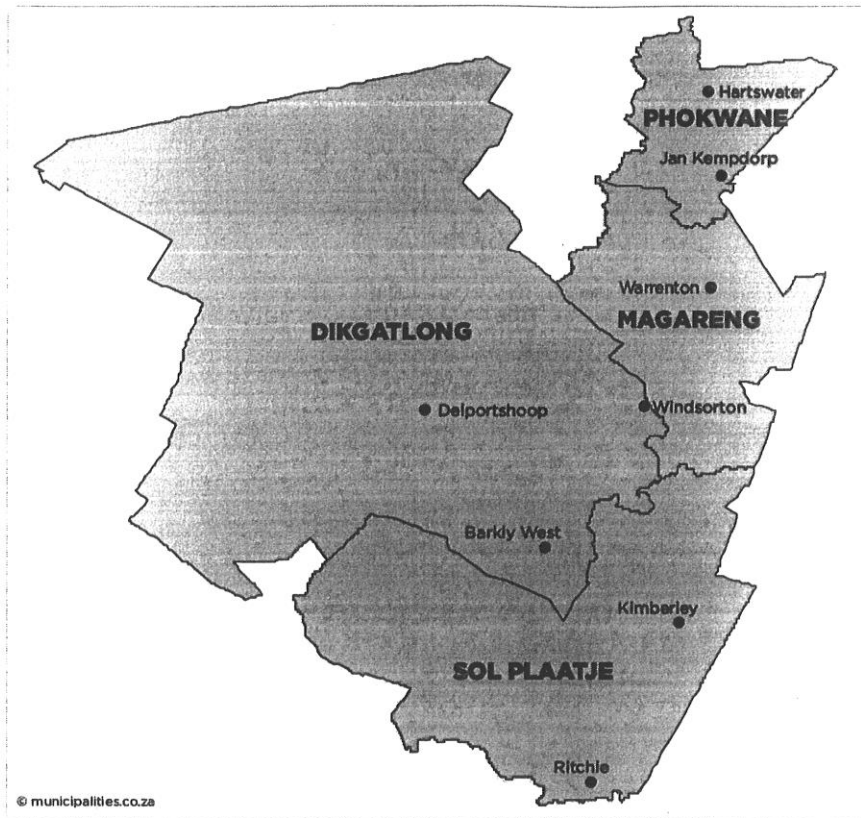
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Thank you for taking the time out to complete the questionnaire.

Wilfred Sell

ANNEXURE F

Demarcation of Frances Baard District



ANNEXURE G

16 Susanna Street
Heuwelsig
KIMBERLEY
8301

Dear Research Participant (Principal)

I am a Masters student studying at the Central University of Technology, Free State. As part of the requirements of this degree, I will have to submit a dissertation. The study aims at investigating the perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

I therefore request you to participate in the study based on your position as the principal of the school.

It is important that you as the participant for the study understand the following:

- Your identity will remain anonymous when reporting on the results.
- If at any time during the period of the research you wish to withdraw, you can do so.
- You are not obliged to answer any questions you do not wish to.

For more information, you can contact me on 079 397 6006 or my supervisor (Dr W Thabane) 051 507 3871 and my co-supervisor (Prof S Matoti) 051 507 3911.

Regards



.....
WJ SELL
STUDENT NUMBER: 217012974

ANNEXURE H

16 Susanna Street
Heuwelsig
KIMBERLEY
8301

Dear Research Participant (Departmental Official)

I am a Masters student studying at the Central University of Technology, Free State. As part of the requirements of this degree, I will have to submit a dissertation. The study aims at investigating the perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

I therefore request you to participate in the study based on your position within the Northern Cape Department of Education.

It is important that you as the participant for the study understand the following:

- Your identity will remain anonymous when reporting on the results.
- If at any time during the period of the research you wish to withdraw, you can do so.
- You are not obliged to answer any questions you do not wish to.

For more information, you can contact me on 079 397 6006 or my supervisor (Dr W Thabane) 051 507 3871 and my co-supervisor (Prof S Matoti) 051 507 3911.

Regards



.....
WJ SELL
STUDENT NUMBER: 217012974

ANNEXURE I

CONSENT FORM: Principals

Perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

This is to confirm that I
(Name and surname)

understand the contents of this document and the nature of the research project. I therefore consent to participating in the research project entitled: Perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature.....

Date

Contact number.....

ANNEXURE J

CONSENT FORM: Departmental Officials

Perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

This is to confirm that I
(Name and surname)

understand the contents of this document and the nature of the research project. I therefore consent to participating in the research project entitled: Perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature.....

Date

Contact number.....

ANNEXURE K

CONSENT FORM: Focus group participants

Perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

This is to confirm that I
(Name and surname)

understand the contents of this document and the nature of the research project. I therefore consent to participating in the research project entitled: Perspectives of principals on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

Signature.....

Date

Contact number.....

ANNEXURE L

16 Susanna Street
Heuwelsig
Kimberley
8301

TO: The Head of Department (NCED)
District Director (Frances Baard)
Secondary school principals (Frances Baard)

Dear Colleagues

Re: Conducting of research

I am in the process of completing a Masters of Education at the Central University of Technology in Bloemfontein. My Masters of Education dissertation is on the nature and extent of support and development given to secondary school principals in the Frances Baard Education District.

Towards gathering data on this subject, I would be grateful if you can please allow me to conduct a survey amongst secondary school principals in the Frances Baard District. The survey will be in the form of a close ended questionnaire that will be handed to the principals in order to complete it.

Confidentiality will be observed throughout the dissertation process and the final report will be for academic purposes only. I will be glad if you can please allow me to conduct the survey.

I will appreciate it if you can please forward a written response to my email address.

Yours sincerely



.....
WILFRED SELL
STUDENT NUMBER: 217012974
deputy@kbhs.co.za